

Chad Vale Primary School Staff Handbook 2012



CHAD VALE
PRIMARY SCHOOL

THE AIMS OF OUR SCHOOL

OUR SCHOOL MISSION STATEMENT

It is the mission of Chad Vale Primary School to foster a lifelong enthusiasm for learning. We are committed to maintaining a community in which all members have high expectations of themselves and of each other. Within a happy, secure, learning environment we endeavour to value the contribution of every individual and to celebrate diversity.

Parents and Community

We aim to foster partnerships with parents and the wider community which support children's development and help them to understand their future role in society.

Pupils Welfare and Guidance

We aim to develop and sustain a happy and secure environment in which our children gain in confidence and independence, while learning to accept responsibility and to make a positive contribution to a caring school environment.

Basic Skills

We aim to continually enhance and improve basic skills for all our children through a partnership between all staff, children and their parents or guardians.

Every Child Matters

The school will ensure through its processes and practices that children 'be healthy' 'stay safe' 'enjoy and achieve' 'make a positive contribution' and through gaining increasing skills and knowledge 'achieve economic well being'.

Personnel and premises

We aim to achieve efficient management of school finances and to provide a pleasant, safe and stimulating learning environment for our pupils.

Teaching and Learning

We aim to set standards of excellence in the teaching and learning experiences we offer and to give our pupils the opportunity to acquire knowledge, understanding, skills and attitudes which will be the key to their success in future education and adult life. We aim to meet the needs of all our pupils by involving them in an appropriate, broad and balanced curriculum.

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This handbook, whilst not definitive, is designed to support all staff new to the school. If, after reading this document, you have any worries about routines or systems then of course you should consult with your mentor or line manager who will be pleased to answer questions or support any concerns you may have. The contents pages allow you to dip in and out of the book at your convenience. It is reviewed annually.

Staff Health and Sickness

All doctors, dentist, optician's appointments should be in school holidays or out of school time, whenever possible, as LA directive. If appointments are in school time or it is a hospital appointment (over which you have no control) please bring the appointment card with date and time for Sharon (or Robin) to see and place in the diary.

If you are sick and cannot attend work then you must inform the school by speaking to Robin. Robin's direct line is 464 2825 and he is available most mornings from 7.45 a.m. Please also ensure you let Paul know via text message as soon as possible so that cover can be arranged.

Please inform the school when you will return to work before 3.00 p.m. On your return from illness you must not start work again without a 'return to work interview' with Robin. This will allow him to make sure that you will have the necessary support and will enable him to inform you of any events/ incidents that may have taken place in your absence.

If you are poorly and should be attending a course then you must inform Robin that you are ill and will not be able to attend the course.

If you are unwell in school you must inform the head teacher that you are too poorly to continue work and that you are going home / to the doctors.

Sickness of family members

If your child or family member is ill and you cannot attend work then you should inform Robin. If it appears that you may have to be off work longer than one day then please keep Robin informed.

You are entitled to one day of paid leave for the sickness of your child so that you can organise child-care for any subsequent days where they require care from home. If this care is provided by you, after the

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initial day, this leave will be classed as unpaid, so that a substitute teacher can be arranged.

If you have child care issues concerning your child's school Teacher Days then please seek permission from Robin for your child to attend Chad Vale for the day. Robin will seek agreement with the respective class teacher for your child to join a class or if a secondary age pupil to support some of the younger children.

Duty Rotas

If you know that you will be away from school because you are on a course or you are taking your class on a trip, then you must arrange for someone to swap duties with you or inform your substitute / supply teacher that he/ she will be doing your duty. If your absence means that you will not be able to return to take a club then try to arrange for someone else to take it or cancel it. The children should have at least 48 hours notice of a club cancellation.

The Staff room

The staff room is available for all-teaching staff, non-teaching staff, students, volunteers, visiting professionals and guests to use. **Parents should not use the staffroom.**

There is a rota for the maintenance of a clean and tidy room. Staff should pay £1.00 per week if they use the facilities available. This covers hot drinks, milk and sugar. Guests are normally free unless they wish to volunteer a contribution.

Staff Meals

A school dinner or a sandwich of your choice can be booked by ordering and paying with the Office Manager, Mrs. Sohal. From February 2012 the cost of a meal or sandwich is £2.00 per day, however if you eat with the children in the hall, this cost is reduced to £1.20 per day.

Routines

Start of School

All teachers and teaching assistants should be in their classrooms at 8.45 a.m. ready to meet and greet their children. The children are allowed into the classroom at this time. All children **must** come into school at the 8.55 a.m. bell. Football is not allowed to be played prior to school start.

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The attendance register should be taken before the 9.05 a.m. bell. You should also ensure that the current SM or PL is indicated on the dinner register. Press save when the bell goes. Any child arriving after the 9.05am bell is late and Mrs. Sohal will complete the register for you. Please encourage the children to come to school on time. Remind the children regularly that being late is unacceptable.

Any child who is regularly late will be visited by the Integrated Family Support Team (IFST). Sharon and Robin will monitor all attendance and lateness. However, you should still make a note of any extended absence (longer than 3 days) or pattern of absence (e.g. every Monday/Friday) and refer to Sharon or Robin.

On Mondays the children will bring their dinner money to class in an envelope. These envelopes should be put into the RED register with the child's name ticked off on the '**dinner register**'.

Remember that you must **NEVER** leave your children unsupervised (that is, no adult present) in the classroom at any time for any reason. If you need a toilet break use the Red Triangle. (Teachers in Key stage 2 may use the shutters – i.e. open shutters so that neighbouring adults can supervise two classes for a very short emergency period.)

The School Bell/Gate Times

- 8.30 The gate automatically unlocks to allow access.
- 8.45 This bell indicates doors to be opened.
- 8.55 indicates the start of school.
- 9.05 indicates the start of teaching time and for teachers to save the register.
- 9.05 (latecomers report to the office where Sharon will complete the register)
- 10.00 bell indicates the start of lesson two.
- 11.00 bell indicates the start of playtime
- 11.13 bell is to tell staff that playtime finishes in two minutes
- 11.20 bell for start of lesson
- 12.00 bell indicates the start of Key stage 1 dinnertime
- 12.30 bell indicates the start of key stage 2 dinnertime
- 13.27 bell is to tell staff that dinnertime finishes in three minutes
- 15.00 Assembly (**on Friday assembly is at 2.30 pm**)
- 15.15 The bottom gate unlocks.
- 15.30 school bell indicates the end of the school day and children should be outside to be collected by parents or parents enter school to collect their children. From November 2011 all children

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except years 3 and 4 will have exit doors to the playground where parents will wait for their child. Year 3 and 4 children should still be taken outside for 3.30 pm.

17.30 This bell is to remind staff that it is 5.30 and that they should consider going home.

On Friday

14.30 indicates the start of Star and Learner Assembly and the 15.00 bell indicates the beginning of Golden Time.

End of lessons

The bell is a signal in most cases to start the next lesson/event. It is not an 'end of session' bell. Therefore, you need to anticipate that the bell will ring. Consequently, your classroom clock needs to be accurate and working. All clocks in school should be radio controlled and therefore extremely accurate.

Keep things tight please. At the end of the day, everyone needs to make sure that the classroom is left immaculate and tidy and if this means spending the last ten minutes tidying up then so be it. **The cleaner puts any materials left on the floor at night in the bin s/he will not sort it for you whether it is a pencil, DVD or child's book.** The floor should be left clean and free of litter.

Chairs at the end of the day

Monday, Tuesday and Thursday all chairs should be placed on the table with the seat area on the table (not the legs). On Wednesday and Friday, the chairs should be stacked with no more than 5 chairs per stack. The back of the chairs should face the centre of the room with the seat of the chair facing the wall. This is for health and safety reasons.

Tables are cleaned on Wednesday and Fridays by cleaning staff. Additional wiping of tables can be done by the class teacher, teaching assistant or as a monitor job by a child. The responsibility for clean tables is the class teachers not the cleaners.

Behaviour

- **All new members of staff must read the behaviour policy.** (A copy will be printed for you if you wish or a copy is in the staffroom and on the school website.)

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- **Do not make exceptions**, please comply with the policy to the letter.
- Remember, a **fresh start every term for children in Y 4-6**
- A **fresh start every half term** for children in reception and Years 1-3.
- Electronic Records **MUST** be completed on SIMS.
- Class rules need to be set within the first two days of the autumn term and agreed with the children and displayed. On no account should class rules clash or alter the school behaviour policy in any way.
- Don't forget that if there is an incident in the playground or within school and you need adult assistance, send the RED TRIANGLE.
- The RED TRIANGLE system is used when you need to send for an adult. Give the red triangle to the child and say "Please give this to the first adult you meet and bring that adult to me. Thank you."
- If you have forgotten to take out a red triangle and there is an incident that needs adult support, select a reliable child and ask them to say "Red Triangle" to the first adult they meet and to bring the adult back to you. This adult should then follow the child back to the incident.
- When a child arrives in your class please acknowledge them, place her/him at a desk or chair and then 5 minutes later return him/her. "Five minutes is up you may return to your class now".
- Where a child has been out of class for 5 minutes time-out their behaviour should improve. Please 'catch them being good' as soon as you can and praise them for the desired behaviour.
- See the section on Child Protection for further information about the school's Care and Control (restraint) policy.

Please also enforce the rules below at all times:

- Walking on the left.
- No eating on school corridors. "If there's carpet underneath your feet...you are not allowed to eat")
- No caps / hats worn in school.

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- Sensible shoes, no jelly shoes, high heels or open-toed sandals (see Uniform Guidance in School Prospectus for further information).
- Toilet- the children should put up their hand to ask to go and are **sent one at a time. On no account should children ever be sent 'en masse'**.

Where a class has a teaching assistant, small groups of children can be sent where the teaching assistant directly supervises.

The behaviour of every child is everyone's responsibility. **You must never ignore an incident of unacceptable or poor behaviour** because you are reluctant to confront. Similarly good behaviour is the responsibility of every member of staff. Praise every time you see children adhere to the school rules using descriptive praise; "You're walking slowly and sensibly, thank-you", "You put your rubbish in the bin, that helps to keep our school clean and tidy".

Never walk past a child or group of children without acknowledging them.

Playtimes/dinnertimes

Please open the outside door to the toilets and close the indoor door also bolting the doors by reception. This will allow the children to go to the toilet at playtime without having access to the whole school. From November 2011 outdoor toilets will be open by the MUGA for children having playtime on the MUGA/field.

Please be proactive at playtimes; **walk around** all areas of the playground and MUGA keeping mobile and praising the good behaviour of the children, **asking them to pick up litter** (volunteers only and remind them to wash their hands afterwards or supply them with plastic gloves) or supporting their play activities.

Ensure the children never 'get away' with walking, running or playing on the banks. If you do see any child on the banks ask them what the school rule is about the banks and then praise them as soon as you can when they have obeyed the rule.

As there are three adults on duty it makes sense that: - one patrols the MUGA); one patrols the playground and the other between the two areas (not forgetting to keep an eye on the toilets.)

It is the teacher's responsibility to 'nag' the children to wear suitable clothing for outside play. You may have to insist they wear their coats!

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Children cannot come back into school to collect items they have forgotten.

Wet play

If you are on duty, **you** make the decision whether to go out to play or not. If you decide that play cannot be outside then you must ring the school bell 4 times as a signal for all staff to keep their children in the classroom.

If there is a sudden downpour during playtime then one of the members of staff on duty should ring the school bell 4 times. **On hearing this bell all staff should immediately return to their classrooms.**

Strong advice – if it is very cold outside (**freezing** or below) **AND** it is **windy** then I would recommend **not** having a playtime **outside**.

If wet play is announced by four rings then children remain in their classrooms and are supervised by the staff on duty. Teachers should ensure that there are wet play games available for the children. Children during wet play must always be seated either on the carpet or on a chair.

When the children are outside the end of play is announced by one of the teachers blowing a long blast on the whistle. When this happens all children **must** stand still and silent. The teacher then blows 1, 2, 3, 4, 5, 6 short blasts to indicate which class should walk back to class from either the MUGA and/or (after November 2011) the playground. I would recommend that you reinforce which class you have whistled by calling out the number of the class and showing it on your fingers. The other teacher who is also on duty may wish to do the same...don't strain your voice however.

If you are on duty your class will line up last. You must not leave the MUGA or playground until all classes have been collected. There are instances where senior staff are dealing with an emergency and are unavoidably delayed. If the delay extends longer than a couple of minutes then bring in both classes into your classroom.

For those children who find it difficult to line up properly etc. the ideal time to practice is golden time (never academic time).

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Dinner Supervision

Dinner supervisors should sign their time sheet and be ready to begin their duties at their designated times. Dinner supervisors must be addressed by their title (Miss, Mr. Ms. Mrs.) and surname by the children and staff. **Their role is to gently support all the children and model the good manners and behaviour expected.** When requesting the children to do anything they must be polite and always say please and thank you.

The Senior Supervisor (Debbie Schofield) draws up the rota equitably ensuring that no member of staff is always on duty within the same area for longer than 1 week (hall, first aid, outside, field, playground). The Senior Dinner Supervisor will liaise with the Head teacher/ Deputy Head Teacher when there is a shortage of staff.

11.15 or 11.30 Reception dinner

12.00 year 1 dinner

12.30 years 2, 3 and 4 dinner

1.00 years 5 and 6 dinner.

Their key duties are:

The first aid station is always outside unless all children are indoors. (The senior supervisor takes the decision as to whether it is indoor or outdoor dinners). **Children should NEVER be sent into school unless it is for a designated first aider to look at a bumped head or other emergency.** Once looked at and addressed the child should be sent back outside to sit in the fresh air on a bench.

Training outside of the designated lunchtime hours is always paid professional development (both the course and the hours.) Supervisors are encouraged to attend 'School Training Days' for which they will be paid.

Disrespectful behaviour at dinnertime to adults

All adults at all times should be respectful to children no matter the provocation. The words please and thank you should always be used.

Adults are not allowed to grab a child or restrain a child unless they have read and fully understand the circumstances where this may be appropriate and legal to do so, as specified in the Care and Control Policy.

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You should not initiate any personal contact yourself, but acknowledge it if children offer it to you. If a child would like to hold your hand then this is fine but you should hold their hand for a maximum of three minutes before you find them a friend to play with or refer them to a playground friend.

We will continue to reward good acceptable behaviour with 'raffle tickets'. It is particularly important to reward those children who have been in trouble with a ticket as soon as possible when they have been spotted conforming to the school rules. You cannot give out too many raffle tickets particularly to the older children. (They are often neglected). Remember even Year 6 are still children and are not mini-adults.

Golden Time

Golden time is a reward for the children who behave and work well in school. If a child misbehaves on a Monday then it would be legitimate to say that they have lost ALL their golden time and over the next few days, they earn their golden time back. If misbehaviour happens on the Friday then a loss of five minutes golden time would be more appropriate. Remember that you should still record unacceptable behaviour as per the behaviour policy. **DO NOT make a note on the board of children who have missed or are missing golden time.** If you need to record this information please do it away from the children's eyes but tell them quietly that it has been recorded.

Golden time is not extra playtime and it devalues it if it is seen as such. Golden time works best when special activities based in the classroom are organised (board games, fun quizzes, and 'party style' games) as well as giving the opportunity for children to play outside. Golden time is not a break time for staff and all staff should be supporting the children. Neither can it be a time for staff to prepare class for the weekend e.g. changing reading books.

Assemblies

Assemblies start promptly at 3.00 p.m. and should end at 3.20pm every day except Fridays. Everyone should attend. All adults should be proactive in assembly praising children who are setting a good example by sitting quietly with their legs crossed and arms folded. Year 6 pupils sit on chairs. Teachers should sit with the younger children.

Where teachers are not sat with their children they should be sat where they can make direct eye contact with all their class and the class

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should be aware that they are being observed at all times. (Practically this means you sit opposite your class in assembly.) If a child is misbehaving then please whisper to the child that his/her behaviour is unacceptable then immediately praise when the child conforms.

Adults who lead assembly can get everyone's attention by saying very quietly "If you can hear me clap once" "If you can hear me clap twice" "If you can hear me fold your arms" "If you can hear me, smile" etc.

A candle should be lit to signal the start of every assembly and the 'thought of the week' should be illuminated on the projector. You may wish to say that you are thinking of a child who if s/he behaves impeccably will be asked to 'blow' out the candle. When a prayer is said the children should be invited to put their hands together and close their eyes OR look at the candle flame. Pause for a moment of quiet reflection. The children exit the assembly silently and in single file. They are dismissed a class at a time by the person taking assembly.

As a rule, school notices should not be announced during assembly, but if they are given then it should be made plain that the assembly is over and that the notices are separate. (School notices might be praising the children or reminding the children of a future event or a school rule.)

The assembly rota is available on the notice-board in the staff room. Assemblies follow the pattern below:

Monday	Worship in song
Tuesday	Assembly with song first and prayer.
Wednesday	Assembly with song first and prayer.
Thursday	Assembly with song first and prayer.
Friday	Celebration assembly: 'thought for the day' or whole class achievements or class assembly. SMT

At the start and end of term we always sing the school song. When a terrible natural event occurs then the Chad Vale 'Charity Song' should be sung. On special occasions when we have guests we also sing the school song.

Learner of the week / Star of the Week

Every Friday is celebration assembly. **Every class should select one child for each category.** The teacher should write the name of the child on the certificate and date it. It is helpful to record the reason on the certificate. Place these certificates in the celebration book. Only one child per certificate, please. Whole class certificates should be avoided.

A piece of work should be presented with the learner of the week and this should be dated and backed ready to go onto the Celebration Board. The children should be reminded that at the end of the assembly they should remain behind for their photograph to be taken. If possible try to be a week ahead of yourself when selecting learners and stars of the week. This is so that the teacher can inform the child's parent that s/he will be presented with a certificate on Friday and invite them to the assembly.

Presentation of work in class

The following points must be adhered to by all staff and must be a focus within the classroom. The raising of standards of presentation in all aspects of the children's work is very important and must be a priority. Please ensure that you follow these guidelines and insist that they become second nature to the children.

- All books and loose pieces of paper should be named with both **first and last names of every child.**
- All work (including worksheets) must be correctly **dated** and the date underlined with a ruler.
- Titles must be underlined with a ruler.
- **There must be NO graffiti, logos, slogans or doodles on the covers or pages of the children's books. All will count as defacement and behaviour letters should be given to persistent (that is more than once) offenders.**
- The decision to use pens will be made on an individual basis by the class teacher.
- Blue ink must be used unless stated by SEN requirements.
- All writing must be legible including notes and planning. A high quality of presentation must be expected and insisted upon for everything.
- Rulers must be used for all underlining and the drawing of all lines.
- Rubbers may be used in art lessons only.

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- Both Key stages will use WALT (We are learning to...) and WILF (What I am looking for - success criteria/outcomes for learning objectives.)
- Learning Objectives should not be underlined.
- Work that is to be presented for worker of the week **must** also be backed, dated and named ready to place on the celebration board.
- A4 worksheets should never be stuck over blank pages in books. (stick in along margin, so page can still be used/viewed)

Maths

- Margins must not be drawn in books as a matter of routine.
- At the end of each lesson the work should be ruled off using a ruler.
- At the end of the lesson the next day's WALT should be written so that the next lesson can begin immediately.
- Work for new lessons should be started under the line not on a clean page.
- Work should be in pencil. Mistakes must be bracketed and marked with a cross (x)
- For mental oral sessions or when there is no recording in the maths books the children should record ' a practical session today' or 'I worked on the computer' or 'I worked on the interactive whiteboard.'

Literacy

- All work must be well presented and legible (including spellings)
- Work must be ruled off at the end of each lesson.
- New work must start under the line at the end of the last piece of work.
- Margins must be used for all written work.
- Mistakes must be bracketed and marked with a cross (x)
- Ensure a dictionary is always available (preferably on the desk) during any written activity.

Points for staff

- Remember your own writing should reflect high standards and should be neat and legible.
- Make comments on children's presentation when marking. Poor presentation should always invoke a comment.
- Familiarise yourself with the levels for handwriting as found in the SAT/QCA mark schemes.
- Encourage development of handwriting. Cursive at all times.

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- **From day 1 introduce regular skills sessions.** These should include sessions on:
 - ~Correct use of rulers for drawing lines, using an ink pen, measuring and crossing out.
 - ~Use of scissors, cutting skills.
 - ~Letter formation and handwriting practice.
 - ~Letter joining from Year 2.

Display Boards: Communal

Hall boards will be changed every half term (3 times) the theme for the summer half term is the production. February half term it will be curriculum focused. Autumn half term will reflect a key aspect of learning or celebration.

Corridor boards

These boards may serve the function of overflow from classrooms i.e. when you need to remove a display from the classroom you may place in the corridor or when you have little display space in your classroom. They may serve the function of whole school display such as an art competition or photographs of an event such as INSPIRE.

Classroom Display

All classrooms should have: **a permanent Literacy display board** (displaying vocabulary, spelling rules etc.); **a permanent Numeracy interactive display board** (displaying vocabulary, tables, rules, 100 square, number-line etc); **Science vocabulary board, a school council information board, Punctuation Pyramid and VCOP.**

It might also be useful to have a 'worker of the week' board where you transfer work from the celebrations board into the classroom.

All classes should also display in some form the targets for each child for literacy and numeracy; this could be in the form of pockets with the targets or a 'target tree'. It should be accessible by the children and all children should know what their targets are and when they have achieved them during the year. These targets should be in place within the first week of any term.

Responsibility for other areas of the school.

Co-ordinators are responsible for their storage areas but we all have a responsibility to keep them tidy. These should be labelled clearly and if

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necessary, systems put in place for the safe and orderly return of resources.

Under no circumstances must children be asked to collect or return items from curriculum areas (such as maths or music equipment) or stock cupboards. An adult must do this. Children must never be sent to the staff room to collect or return anything.

Outside doors

Under no circumstances should any outside door be held open by any device. The only way into school for adults must be through the school main entrance or if taking a child into school through an external classroom door and then only 1st thing in the morning.

After 9.05 a.m. children/ parents who are late or visitors must BUZZ TO enter through the main entrance. This is so that Mrs. Sohal is aware of who is arriving late after registers have closed. Mrs. Sohal will then complete the register electronically.

At the end of the school day children must exit by their outside classroom doors (if they have one). Otherwise use the main door.

First aid

Each classroom has a green first aid box. It is your responsibility to see that it is well stocked using your classroom budget. Children should never have access to it.

The class teacher/teaching assistant must deal with grazes and simple cuts. For injuries that are more serious, you must call one of the designated first aiders who have valid certification.

Children should never be sent to the office unaccompanied if they are feeling unwell. If children are feeling unwell the best place for them may well be; the classroom sat by an open window; the playground sat on a bench. Mrs. Sohal cannot be responsible for sick children her role is to contact the parents. No child should be sat in a corridor. **A child should never see illness as a way out of the classroom.**

Staff drinks

When children are on the premises - Staff must only take hot drinks in the staff room – no other areas at all when children are on the

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premises. Cold drinks may be taken into classrooms but cups must be returned, please.

Letters to parents or anyone else

Under no circumstances are letters to go out of school without the signature or approval of Robin (in the 1st instance,) Paul Sansom or another senior member of staff. If we are absent or unavailable then please check with Sharon (Office Manager) in the final instance. A copy must be given to Mrs. Sohal for filing.

Curriculum Newsletters

These must go out on the first Friday or second Friday at the latest of the autumn, spring and summer terms. It is your responsibility to desktop publish them. They should be current and up to date and **inform parents of how they can support their child's learning**. It should also give **dates of trips** that term and what they need to bring with them together with details of how to contact you if you want parental support.

Homework

Literacy homework and numeracy homework **must** be set weekly and valued. LCP homework files have been purchased to support you in setting homework. The parental homework evaluation sheet should be sent out with the first piece of homework and subsequently every piece of homework (if the parent returns it.) A fresh one should be sent home every half term where necessary. **Please value it (see homework policy).**

Ofsted recognised that this homework was well matched to the numeracy and literacy curriculum. The children's questionnaire (2009) indicates that many children feel they do not get enough homework. If you get feedback that 'the work is too easy' then look to next years file and take homework from that if necessary. If work is 'too hard' then take homework from previous year's file. Always give the expectation that they must be reading every night.

The SENCO should set the homework for those children on the register linked to their IEP on a fortnightly rather than weekly basis if necessary. It is imperative that our Gifted and Talented children are presented with as many open, investigative, challenging tasks as possible.

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Walking with Children outside school

When walking to Harborne Hill or to Bluecoat there must always be a ratio of 1 adult to 15 children. When crossing a road the children must use a pelican or zebra crossing if available. At all other times and particularly if crossing Nursery Road the children must use the zebra crossing.

All children must be wearing their Chad Vale uniform. These are kept in the men's washroom. Younger children (Reception and Key Stage 1 children) should wear the school 'I'm on a visit' identification sticker when they go out of school for the day.

School Uniform

Children must wear a school uniform- **there are no exceptions. You must be ruthless and relentless in pursuing non compliance. Letters must be sent home each and every time a child is not in full uniform.** Children must never be castigated for non-compliance- it is the parents fault not the child's. These letters should be given discreetly in an envelope or posted. Please see the School Prospectus for full details of uniform requirements.

P.E.

All adults taking P.E. in the hall should wear pumps or trainers (bare feet are allowed if no pumps.)

All children must take part in Physical Education lessons unless they have a doctor's note. If a child does not bring kit then they still take part in bare feet, removing jumper etc. Do not berate the child for not having their P.E. kit as it might not be their fault, gently remind them to bring their P.E. kit next time. If they continually (more than twice) forget their PE kit then it becomes a disciplinary matter and letters should get sent home.

No child of whatever age must take part in P.E. wearing only knickers or pants. **If the child has a doctor's note then they must still watch the P.E. lesson taking notes of what has been taught.** This should be kept by the child and valued.

Similarly for swimming, **every child will go swimming.** If they have a doctor's note then they make detailed notes of what has been taught in their group. If the child has no costume then again, the child must take detailed notes of the lesson missed and a letter should go home to the parents telling them that their son or daughter neglected to

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bring a costume. Do not berate the child, as it might not be their fault; gently remind them to bring their costume next time.

Changing arrangements– should any child not wish to get changed in the classroom with the opposite sex then an agreed area outside the classroom may be used. When it is being used, no one should enter the area.

At Key Stage 2 all children should take their clothes back to the classroom.

After school clubs/Dinnertime Clubs

Please let us know what clubs you would like to support or run each term. There is no expectation that any club would last longer than 1½ terms. Taking a club allows you a more 'relaxed' relationship with the children (though never informal) and you see them in a different light. They also allow you to work with children that you wouldn't normally.

Teaching assistants are welcome to take a club if they wish. It is recommended that clubs are taken by two adults so that if one is absent the club can continue. There are never clubs on the first or last week of terms. Taking clubs after school allows teachers to match one of the teaching standards.

Name badges

At the start of the year, for the first three weeks it is a good idea for all children and staff to wear name badges so that children can acknowledge new teachers, new parents can put a name to a teacher, teachers can name the children in their new class. **THEY MUST NOT WEAR THESE NAME BADGES AT THE END OF SCHOOL.**

Children must never wear a 'name badge' when they are outside of school.

Messages to Staff

The staff white board in the staff room is a useful vehicle to inform colleagues. This is open for all staff to use. Be aware non-members of staff may use the staff room. The 'must read' board is for senior staff to communicate vital or important professional information. **Please remember to read and then sign the chart.**

Children must never be sent round school with messages, although it is OK for a member of staff to go round with a message that needs to be instant and is unavoidable. (e.g. mess in the toilets; an event has been

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cancelled). **Pigeonholes and the electronic school diary MUST be checked daily.** It should be a habit to check on arrival at school or when you leave.

Private Staff Diary

The private school diary is for staff to use. It is your responsibility to look in the diary for advance notice. **Do not book events without first consulting the diary.**

If you are booking an event that parents/children need to know about, please also enter this into the Public School Diary- which is available to everyone via the school website.

Please be careful to ensure that 'private' diary events are not put into the 'public' diary.

School Council

Each class elects two children (one boy and one girl) for the school council every year. It must be a secret ballot with the teachers and assistants also having a vote.

Class teaching assistant may accompany Year 1 reps to meetings. The school council has a budget and its decisions feed into the school development plan and guide the governors. (The school council chooses the 2 charities the school supports each year.) Meetings take place monthly and councillors will need to give feedback to classes on same day as the meeting – this must take place.

Annually two pupil governors are elected by the whole school from Year 6. These pupil governors will be expected to attend Parents and Community meetings. These pupils will meet and greet honoured guests of the school. They are in fact Head Boy and Girl in all but name.

Staff Meetings and Inset (Curriculum)

Staff briefings and Inset/Curriculum meetings are in the diary, the days can change so check regularly. Attendance at both meetings is compulsory for teaching staff. All staff are welcome to attend Staff meetings and agendas will always incorporate one policy document review.

Parent's evenings are directed time and are over 3 evenings for the autumn and spring term. The summer parents' evening is a drop in session. On the weekend before each parents' evening Maths, English

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and Science books are to be sent home for the parents to look at although you may wish to send all of the books.

Timetables

A copy of any revised class timetable must be in by the first Friday of term please to Robin. Every child should make at least two copies of the timetable, one for their desks and one for their bedroom walls. **The timetable should always be adhered to.**

Your current timetable must be displayed on the wall outside the offices. If you make any changes please inform Mr. Sansom who will update the versions on the website.

Planning – Weekly planning

All teachers should complete their electronic planning prior to teaching for the week, with the evaluations completed. **Assessment record files are computer generated and need to be updated regularly.**

If you are out on training or other activities you must have the lessons clearly planned for your substitute teacher. “Do what you fancy” – is not good enough and would be a disciplinary matter. Remember to include information about children in your class who have specific educational/medical needs or behaviour plans. Include or indicate where in the classroom the guidance is for the school system of managing behaviour and time-out.

Monitoring of school/classroom performance

The School Development Plan will drive the monitoring. Monitoring of classroom performance will continue to take place either through the NQT process or the performance management process. There will be unannounced visits from Robin and Paul throughout the year and during ‘Monitoring Fortnights’. These visits are separate from performance management and are to support and celebrate your teaching, **not to catch you out!** The focus will be on learning/classroom management.

Performance management – teachers should set up with their appraiser, classroom observations (2) linked to their performance management objectives within the academic year.

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School trips

All classes are expected to have two school trips in the school year. No exceptions. You may ask Paul Sansom for help and support (to phone, book etc.)

When organising a school trip you need to keep this in mind.

- Notice of a trip needs to go out to parents at least 5 weeks in advance. If you want parent volunteers then you should make clear that it is first come first served.
- You might wish to organise a pre-planning meeting for interested parents 4 weeks prior to a trip.
- **A risk assessment must be taken of the activity and given to Paul Sansom.** This is not onerous and training can be given by Paul.
- Make the organisation of the trip clear. With designated meeting points for all adults at regular times.
- An emergency cache of money (£50) can be made available for use during the trip (2 weeks notice please to the Office Manager, Mrs. Sohal.)
- Make sure that someone has a mobile phone and a school contact number.
- Make sure that all adults are clear and happy with all the arrangements.
- The cost of the trip should not exclude any child, where you know a family will have difficulties please let Robin know so those funds can be provided.
- Preview/inspection visits **MUST** always be made. This can be done in school time with prior arrangement and agreement with Paul or Robin.
- Costing of trip must be cleared with Robin or Paul before letters are sent out. Letters should be drafted and approved by a member of the Senior Management Team.

Governor Visits

It may be that a governor will visit your class with an agreed agenda. This agenda will always be linked with school policies and they will only be there to see that the policy/policies are being followed. They do not have a role in the performance management process or reviewing your teaching and learning. Always make governors welcome as they have a difficult role to play in monitoring the functions of the school. They will be looking to see that what the Head Teacher says is happening in classrooms or around school is actually happening.

If you have any concerns about the way governors work or visited your classroom then the correct procedure is to speak to Robin Haselgrove

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and your governor representative (Paul Sansom). The matter can then be brought to the attention of the governing body (or relevant committee). Please bring any Staff Matters to the attention of Paul Sansom, who will report these directly to the Governing Body.

Child Protection

The **child protection officer or Designated Senior Person (DSP)** at Chad Vale Primary School is **Robin Haselgrove (Head Teacher)**. He has been fully trained and has had frequent updates on current practice and legislation. All child protection concerns must go through him. In the event of his absence the **Deputy Head Teacher, Paul Sansom is the Deputy Child Protection Officer** who also has been fully trained.

Key issues and Principles

- The child's welfare should be of paramount consideration throughout
- Child Protection concerns should always be given immediate priority. Delay is unacceptable.
- Any individual with a child protection concern has a responsibility, regardless of their place in the organisation, to take the matter further
- Communicate, communicate, communicate.

Monitoring Pupils

Effective monitoring and recording is vital in cases where there is no direct disclosure of abuse or when the child has communication problems or is too young to give such information. Classroom teachers, teaching assistants and learning mentors play a valuable role due to their closeness to pupils and the regular contact they have with them. Good records can be the valuable contributions to child protection conferences. The following may be useful in such cases:

- Patterns of attendance
- Changes in mood
- Changes in classroom attitude
- Changes in social groups
- Behaviour
- Relationship with peers and staff
- Appearance
- Medicals
- Changes in family situations
- Response to swimming/PE changing

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- Parental comments/interest – **It is vital that if parents communicate that an outside agency is supporting their child that this information is communicated to both the DSP and SENCO. The DSP and SENCO will then ensure the legitimacy of these agencies; check against agencies already accessed by school and if necessary support parents further.**

Dealing with disclosures

- It is vital to offer the child time to talk
- The red triangle system should be used to alert another member of staff to cover the lesson while a disclosure is made
- Don't be judgmental, or express horror or anger
- Use only open ended questions
- **Never promise confidentiality**
- Recording should be verbatim using the actual words of the child and noting any questions the child raises. Make notes as soon as possible
- Note days, time, who was present, positions in the room, anything factual about the child's appearance
- These notes must be kept secure as they may be needed later
- If possible use a silent witness to record and clearly clarify
- Check notes with the child
- Always sign and date notes
- **Never:**
 - Take photographs
 - Arrange medical examination
 - Attempt a medical judgement
 - Remove clothing
 - Tape record an interview

Examples of open questions

- ✓ Has something happened to you?
- ✓ Can you tell me what happened?
- ✓ Where did it happen?
- ✓ When did it happen?
- ✓ Was anyone else there?
- ✓ Tell me about it...

Examples of leading questions

- Was it ***** or your ***** that hit you?
- Does your ***** bully you?
- Did it happen at *****?
- So that must have upset you?
- Has it happened before?

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Fundamental Principles for Protecting Yourself

- Always offer support rather than assume it is needed
- Treat the child with dignity and respect
- Look after the children in the same way in which you expect to be looked after
- Use the same rules you would in any situation-basic common sense
- If something does go wrong then tell someone
- Be as public as you can
- Can you look another adult in the eye and justify what you did?

Physical contact

- Always avoid unnecessary physical contact
- Redirect attention away from personal matters which may arise (That is an adult question so when you are an adult you can ask it.)
- Contact during class activities should be restricted to what is appropriate and should be as visible as possible to others
- If a child is distressed physical contact can be given but discretion should be used over the level and justification. Avoid this in a one to one isolated area
- Apparently sexualised behaviour should be discouraged. Discuss with DSP (Designated Senior Person)

Use of Force

The school has a regularly reviewed Care and Control policy of which every teacher and teaching assistant has a copy.

Physical restraint should only be exercised on rare occasions **when there is no alternative**. The designated adult will use the minimum amount of force for the minimum period of time. All other attempts to resolve the situation should have been used and the child must be informed clearly that force will be used. A SIMS record must be made following any positive handling incident.

Physical restraint will normally only be necessary to prevent the pupil:

- Causing harm to himself/herself or others
- Causing serious crime to property
- Committing an act which risks harm to other people

Tutoring

It is good professional practice to inform the head teacher of any activity that you take part in, after or before working time, that may

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reflect (either positively or negatively) on the school and/or involves personnel or children attending Chad Vale Primary or KIDZ.Comm (for example the running of a consortium choir or playscheme.)

One area of contention can be Tutoring. **It would not be acceptable for any member of staff to privately tutor a child that attends this school.** If you intend to tutor children that do not attend this school it would be professionally courteous to inform the head teacher of such an activity.

Taking care of children's property – Practical Guidance and Policy

As a matter of course children should never bring into school any object or possession that is valuable (mobile phones, mp3 players, personal games consoles etc), or an object that if they lost it, it was broken or stolen, would upset them and /or their parents.

Children who break this rule or hide the fact that they have secreted an object into the classroom are responsible for that object themselves. The duty of a parent is never to allow a child bring such an object into school. The duty of a child is never to bring such an object into school or immediately inform a teacher that such an object is in their possession.

The teacher may decide to confiscate (confiscated items should in every case be returned to a parent so that they are aware their child has brought the item into school). If you need to temporarily confiscate an item, please follow the guidance below:

- The pupil should be given some sort of a receipt –a raffle ticket signed by the teacher with a brief description of the item on the reverse;
- The item should be labelled with the pupil's name with the other raffle ticket attached;
- The item should be stored securely and safely. This must be in a locked filing cabinet, box or room, staff room, or even the school safe, depending upon the item's value and size;
- **Items should be handed back to pupils individually (see above for confiscated items) and they should sign the raffle ticket to acknowledge they have had it returned;**

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This policy will be placed on the school website, within the staff handbook and in school newsletters fulfilling our duty to clearly communicate this information to pupils, parents and staff.

Teachers must be aware that if they cannot show that they have not been negligent whilst looking after a pupil's property, they will be liable for loss or damage whilst in their control.

Whatever arrangements are put in place, a good test of whether they might be thought good enough is to ask yourself whether you would be happy to entrust your watch, phone, jewellery, etc to those arrangements? If you would and would be sure that you would get the item back, you have probably got it right. If you would not, you almost certainly need to look at the arrangements again.

I don't want to get it wrong so...

What do I call everyone?

- ☺ We all use first names but never if children or parents are present.

What should I wear?

- ☺ Smart, practical clothes are ideal for school. We must set the example for the children. Training days are professional days and you should be smart whether in school or out of school. Your dress code will reflect your professionalism to parents and colleagues. On 'tidy up days' jeans and t-shirt would be acceptable.
- ☺ When taking P.E. you should be suitably dressed wearing either pumps or trainers and suitable clothing. You should change out of sports clothes at the first opportunity and should not remain in P.E. kit all day.

Where should I park?

- ☺ There are parking spaces available on the drive. Please do not use the designated spaces for the Head Teacher and Deputy Head Teacher. If parking is full please park on Yateley Road.

Can I go out at lunchtime?

- ☺ This time is your own time. If you do leave the building please remember to sign out and then in again. The signing out book is kept in the reception area.
- ☺ Please ensure you are back on the premises in good time to prepare for the afternoon's lessons.

What would it be inappropriate for me to ask children to do?

- ☹ Return your drink cup at playtimes.
- ☹ To escort strangers around school.
- ☹ To leave the buildings and grounds.
- ☹ Admit adults or children onto the premises.
- ☹ To keep a secret.

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What is expected of me in school?

- ☺ To maintain a commitment to raising the achievement of all pupils in school, having high expectations and respect for their social, cultural, linguistic and ethnic backgrounds.
- ☺ To recognise the importance of being part of a team and to develop good working relationships with all members of staff.
- ☺ To demonstrate and promote the positive values, attitudes and behaviour that you expect from your pupils.
- ☺ To remain motivated and to take responsibility for your own professional development with support from senior members of staff.
- ☺ To have a professional attitude towards your teaching and to establish a purposeful learning environment where your pupils feel secure and confident.

Are there any things that are frowned upon?

- ☹ **Smoking.** This is not allowed anywhere on the school site.
- ☹ **Shouting.** Raising your voice at children or other adults in anger is unacceptable and is a disciplinary matter.
- ☹ **Humiliation.** This is an unacceptable form of punishment.
- ☹ Leaving cups around school in your classroom or in communal areas.
- ☹ Untidy, outdated or irrelevant displays. It is your responsibility to create a stimulating environment for your pupils.
- ☹ Clutter. Your classroom should be well organised and an efficient, work like environment (tidy classroom=tidy thinking)
- ☹ Having your mobile phone switched on during teaching time. It is not appropriate to have it switched on but on silent and vibrate.
Mobile phones should be turned off totally.

What do I do if I require time off for religious observance?

- ☹ **Smoking.** This is not allowed anywhere on the school site.
- ☹ **Shouting.** Raising your voice at children or other adults in anger is unacceptable and is a disciplinary matter.
- ☹ **Humiliation.** This is an unacceptable form of punishment.
- ☹ Leaving cups around school in your classroom or in communal areas.
- ☹ Untidy, outdated or irrelevant displays. It is your responsibility to create a stimulating environment for your pupils.
- ☹ Clutter. Your classroom should be well organised and an efficient, work like environment (tidy classroom=tidy thinking)
- ☹ Having your mobile phone switched on during teaching time. It is not appropriate to have it switched on but on silent and vibrate.
Mobile phones should be turned off totally.

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Child Protection Information for Visitors and Volunteers

The school's first priority is the welfare of our pupils. We are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all staff are well placed to identify such abuse and offer support to children in need.

At Chad Vale Primary School, in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to,
- Recognise signs and symptoms of abuse,
- Respond quickly and effectively to cases of suspected abuse.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying,
- Promoting a caring, safe and positive environment within the school.

Everyone working with our pupils should be aware that:

- Within the staff handbook is a section on child protection and they should read this as a priority at the earliest opportunity.
- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Person (DSP) immediately.
- If the DSP is not available the Deputy should be contacted.
- Disclosures of abuse or harm from children may be made at any time.

If you have a concern that a child is being harmed or at risk of being harmed, or receive a disclosure (intentionally or unintentionally) you must contact the following staff member. **If anything worries you or concerns you tell him straight away.**

DSP name **Robin Haselgrove (Head Teacher)**

If this person is not available please contact

Deputy DSP name **Paul Sansom (Deputy Head Teacher)**

If anyone, by the way they speak to you or look at you, makes you feel uncomfortable then please take your concerns to the Head Teacher - Robin Haselgrove. If he has acted inappropriately then please speak to the school secretary who will in turn contact the Chair of Governors.

Please enjoy your time here at Chad Vale and thank you for visiting. **Don't forget to sign out and return your badge when you leave!**

Emergency Action Plan (update Oct 2011)

Purpose

The following plan describes the actions to be taken in the event of emergencies. Staff must be aware of their duties and required actions, to safeguard themselves and those in their care.

Any event which is outside normally expected working conditions and is sufficiently serious to have major consequences for the safety of the school and its occupants or neighbours will invoke this emergency plan.

Emergency events may take the form of:

- Fire
- Flooding
- Severe weather damage
- Bomb threat / terrorist incident
- Civil disorder

Emergency Actions: Fire

The Head Teacher (or Deputy) will take on the role of 'Fire Marshall' and will liaise with the emergency services. The Head will be assisted by the Senior Management Team.

Any person discovering a fire, or suspecting a fire, will immediately operate a break-glass call point. Please note that automatic smoke detection is present throughout the new build and in some areas of the old build. The detectors will automatically trigger the alarms throughout school. Should you hear the alarms, please evacuate quickly and safely;

All staff will assist with evacuating all persons from the school via the **nearest** available exits, in line with practised fire drills and procedures. Please see attached site plans for locations of exits and call points. The **Emergency Assembly point** is on the MUGA.

Administration staff will call the Fire Service by dialling 9,999 and giving the following details:

***"Fire at Chad Vale Primary School, Nursery Road, Edgbaston, B15 3JU.
Access for fire engines is at the front of the premises on Nursery Road"***

Telephone Number 0121 464-7329

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A member of the staff team will meet the Fire Service at the bottom of the drive.

No-one will re-enter the building until the Head Teacher (or Deputy) gives the all-clear, in liaison with the Fire Service.

No-one will be allowed to leave the assembly points until permission is given by the assembly point supervisor. Records must be kept of all persons who have been allowed to leave the premises.

Parents and others must not drive onto the school premises. Access roads are to be kept clear.

Nearest Fire Exits/evacuation routes for classes

Class Reception R+V: out of classroom fire doors (back of school), through PE stores, onto MUGA

Class One R+V: out of classroom fire doors (back of school), through PE stores, onto MUGA

Class Two R+V: out of classroom fire doors (front of school), through green field gates (password: 1984) then onto MUGA

Class Three and Four R+V: out of classroom doors, through school hall then onto MUGA

Class Five and Six: down exit steps, (front of school), through green field gates (password: 1984) then onto MUGA

Fire-lists

The Office Manager will print a 'fire list' before any evacuation and will bring these, the visitor signing in book and paper copies of pupil/staff emergency contact details to the MUGA. Please collect your class register and ensure all children are accounted for. Inform the HT/DHT of any missing child.

Bomb/Terrorist Threat

Evacuation will proceed as for a fire. Office Manager/Head Teacher (or Deputy) will call the Police and Fire Service. **The use of mobile phones is forbidden and mobiles will be switched off.**

In the event of a terrorist event requiring us to contain all children in school, a message will be sent to every class using the code words

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'Mrs. Sohal will be leaving early.' If this is heard at any point, teachers must bring all their children to the hall and await further instructions.

As soon as the registers have been called at the assembly points, if necessary, all pupils will proceed to the secondary assembly point at Harborne Academy School, under staff supervision.

The Head Teacher (or Deputy) will decide, in liaison with the Police, whether to release children for collection by parents, or return to the school.

Toxic Gas Release

If there is a warning of toxic or dangerous fumes in the atmosphere, the school will **not** be evacuated.

All doors and windows will be closed. Children will remain in classrooms.

The Head Teacher (or Deputy) will liaise with emergency services and await further instructions. Birmingham LA is to be informed. Administration staff will listen to local radio station(s) to hear public information announcements.

Flooding

Affected part(s) of the school will be evacuated, with children assembled in the unaffected hall/room(s).

Site Manager will isolate local electricity supply, if necessary.

Severe Weather

The Head Teacher (or Deputy) will decide whether to evacuate the school (or parts affected) depending on circumstances at the time.

Fire Service will be called, if necessary.

Birmingham LA will be informed of any actions taken to evacuate the school.

The decision to evacuate the entire school will only be made under extreme circumstances. Otherwise, children from affected parts of the school will be moved to unaffected areas within school.

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Civil Disorder

If there is an incident involving rioting in the surrounding area, the Police will be called and advice sought.

All doors and windows will be secured.

No-one will leave the school until the Head Teacher (or Deputy) has been given the all-clear by the Police.

Any Other Emergency Incident

The Head Teacher (or Deputy) will decide on the appropriate course of action. Advice will be available from local emergency services, etc.

Fire Safety/Health and Safety

The Fire Alarm system in school is tested in school weekly, from a different call point every time.

If you become aware of any issue that may affect the Health and Safety of the staff, children, visitors, volunteers or contractors you **MUST** inform the Deputy Head Teacher, or in his absence, the Head Teacher.

You have other roles/responsibilities in regards to Health and Safety;

- ✓ Ensure Fire Exits/corridors/exit points in your classrooms are clear and free of items such as coats, boxes, P.E kits etc.
- ✓ Any hazardous items (e.g. cleaning products/some arts materials) are kept out of reach by **ALL** children (not just your own class).
- ✓ Any flammable items (aerosols, matches, lighters etc.) are kept in a locked metal cupboard and stored away from any exit point.
- ✓ Ensure that your displays are not near electrical products and you do not store flammable or accelerant products on top of monitors etc.
- ✓ All equipment/materials/furniture in your classroom is safe and fit for purpose.
- ✓ Your classroom computers/projector **MUST** be turned off before you leave your classroom every evening.

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Visitors to the school will be signed in at the School Office and be issued with a Visitors Badge. Please **QUESTION** anyone that you see around school, who you do not recognise, if they are not wearing a Chad Vale Visitor Badge. It is good practice to say 'How can I help you....' rather than 'Who are you?' as this may help to avoid any unnecessary confrontation!