



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Staff Handbook

2013

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Section A: Introduction

Welcome from the headteacher

Welcome to Buckingham Park Church of England Primary School. We are a primary school catering for children aged three to eleven. We place our Christian values at the heart of our work and we aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this handbook informative and we look forward to working alongside you. If you need any further information, please do not hesitate to speak to me.

Best wishes,



Headteacher

Our School

Our aim is to provide a school which provides an outstanding education, to be at the heart of the local community, and to set Christian values as the foundation for all that we do.

The school is based at the centre of Buckingham Park, a large housing development at the northern side of Aylesbury town centre. The school is inclusive to all and provides a high quality, broad and balanced curriculum, which is appropriate for children of all abilities, irrespective of their ethnicity, social background or faith. Our admission policy reflects this by prioritising local children.

The school opened in September 2012, initially admitting 60 reception children, and 30 Key Stage 1 children. We aim to grow to a total of 420 pupils, with 60 in each year group over time. The school has a 39 place nursery with the potential for up to 78 pre-school children across morning and afternoon sessions. The Nursery opened in January 2013.

The school is housed in a purpose-built school building, which forms part of the central square, Jubilee Square, on Buckingham Park alongside a large community centre, public park space and local shops.

Our Vision

Excellence, through God who strengthens us.

Our Mission

We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community.

Our Values

We adopt the following Christian Values as guiding principles:

Honesty

Respect

Compassion

Love

Forgiveness

Wisdom

Creativity

Thankfulness

Friendship

Our Aims

To be a learning community where:

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, enthusiastic, happy, engaged, courteous, and interdependent.
- Each child makes sustained progress as a result of outstanding, motivating and inspirational teaching.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

To be a Christian community where:

- Christian values are at the heart of school life.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

To be a local community where:

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

Section B: The School Day and Timetable

Daily Patterns – Reception and Key Stage 1

8.30am Doors Open

Class teachers greet the children at the door by which they enter the school. Before that time children wait on the playground.

8.40am Register and Collective Worship (Worship Time)

Registration takes place immediately using the electronic register on SIMS.net. Letters from parents concerning absence are kept in the office. These letters, other letters, payments for school activities etc, should be sent to the office promptly. If you are unable to record your register electronically, or if someone else is registering your class, please mark the register clearly on a class list and send to the school office so that it can be transferred onto the electronic register.

Worship Time is held straight away. Worship Time may be whole school, phase based or class based. Whole school Worship Time takes place in the hall. Children are led into the hall by their teacher and are seated in an arrangement decided by the member of staff leading Worship Time. Worship Time finishes at 9.05 am

Collective Worship operates as follows:

Monday	Whole School Collective Worship led by the headteacher
Tuesday	Class based reflection, worship and prayer
Wednesday	Whole school Collective Worship led by the headteacher. Revd Mark or visitor
Thursday	Phase based reflection, worship and prayer
Friday	Achievement Assembly

Playtime (10.15am – 10.30am) (Key Stage 1 onlt)

During morning playtime, all children go to the playground unless they have been given written permission to remain inside.

The members of staff on duty go out to the playground. Children are allowed to play with any of the playground toys currently available, which are stored centrally. No toys from home, including balls, are allowed in school at all.

The end of playtime is signalled by a member of staff raising their hand. Children stand still until asked to come back into school. Teachers should collect their children from the playground promptly.

If the weather is inclement, the member of staff on duty will inform the staff that there will be a "wet playtime". In this case, children remain in their classrooms undertaking quiet activities. The duty staff patrol the classes and may request additional support when required.

Lunchtime (12.00 – 1.00pm)

Each class should say a prayer before leaving for lunchtime. Classes may want to develop a book of prayers to use, sing a prayer, or ask a child or adult to lead the prayer.

During lunchtime the following members of staff are responsible for the supervision of children:

- The Lunchtime Supervisory Staff
- The Headteacher or SBM (on a rota)

Children eat lunch in the dining room.

Children having a packed lunch should collect their lunch boxes from their class trolley before sitting at their designated tables. When children have finished their lunch they sit at their tables until told that they may go out to play. Children who have not yet finished their lunch may remain inside. Children may not return to their classrooms without explicit permission.

Children are allowed to play with any of the playground toys currently available. No toys from home, including balls, are allowed. There is a rota for the use of some playground equipment.

If the weather is inclement, the lunchtime supervisors will inform the school during the session before lunch that there will be a "wet playtime". In this case, children remain in their classrooms undertaking quiet activities. A collection of games and toys are available in each classroom for this purpose. The lunchtime supervisory staff supervise children.

There is no afternoon playtime.

End of School Day (3.15pm)

At the end of the school day, teachers will take the children out onto the playground to meet the parents. If a child is attending an after school club, he or she should go directly to their after school club. Any child who is not collected by a parent should be taken to the office to wait for his or her parent. Children attending the Jonathan Page Centre after school club should remain in class where they will be collected by the JP staff member on duty that day.

Clubs and Extra Curricular Activities

Each member of the teaching staff leads a school club. Clubs are held after the end of school or at lunchtime. Decisions about which clubs will be held are made at the beginning of each term and the information is then published in the school newsletter. We never cancel clubs because this creates problems with parents arranging childcare. Therefore, if you are away, please arrange for another member of staff to cover your club.

Punctuality and Timetabling

It is your responsibility to be punctual. School operates most effectively when we all assume that sessions start promptly and when we are ready and prepared. Any alterations to session times or timetables (including any setting arrangements) should be agreed with the headteacher in advance.

Section C: Attendance

Poor attendance disadvantages children. We aim to ensure that the children in our school attend regularly and on time, and where this is not the case, we follow a staged procedure designed to encourage consistent attendance.

While 100% attendance is clearly the ideal, in many cases legitimate illness or other factors can prevent it. Such attendance is, where it occurs, clearly "excellent". On the other hand, attendance, which falls below 95% is a concern to us, especially where a child is known to be in reasonable health and there are no other extenuating circumstances. In order to ascertain the levels of individual children's attendance, we aim to ensure that a complete register check is undertaken every week, and where there is cause for concern, appropriate action shall be taken.

We are obliged to make our attendance figures known to legitimate agencies (e.g. the DfE and the County Council) by completing appropriate returns. Electronic school registers, on which these returns depend, should be kept accurately.

Registers

The school uses an electronic register through SIMS.net

The classteacher completes a weekly sheet and returns it to the office where it is transferred to the computer. In time, each class teacher will have access to Sims.net via the laptop.

If a child arrives after 8.40am, he or she should report to the school office to be entered in the late book. Where there is an absence, you are required to enter the appropriate code in the register. A sickness may only be authorised if you have received a message from the office, or from a parent/guardian.

You are asked to use your professional judgement in deciding whether or not to authorise an absence. Clearly, where there is a definite pattern of non-attendance or where the explanation for absence is unsatisfactory absence may not be authorised even with a message from a parent. You may authorise an absence without a message if you feel that the explanation given is genuine and that the child concerned has normally good attendance. In any event, please seek an explanation for every absence and keep a note of the response.

Procedures

You have initial responsibility for expecting good attendance and punctuality from the children in your care. You are expected to find out reasons for absence and record these as outlined above. Where you are receiving no response from parents, you should try to talk to them personally.

Should concerns persist, you should talk to the Headteacher. He will write to the parents to help clarify the situation and make the school's position known. If necessary, the Headteacher will refer the case on to the Education Welfare Officer. The Education Welfare Officer will monitor the attendance/punctuality of children referred. If attendance remains poor, the EWO may recommend more work "in house", the involvement with other agencies (e.g. school nurse), or a formal referral.

Section D: General Information

School Organisation

Senior Leadership Team:

Headteacher	Mr Nick Waldron
School Business manager	Mrs Hayley Jackson

Phase Leaders:

Foundation Stage Leader	Miss Ann Whytewood
Key Stage 1 Leader	Mr Nick Waldron (Acting)

Teachers:

Nursery	Miss Laura Gates / Mrs Faith Beer (job-share)
Reception – Red Class	Miss Ann Whytewood
Reception – Blue Class	Miss Christine Parker-Fraser
Year 1 – Green Class	Miss Laura Allen
Year 2 – Yellow Class	Miss Emily Hair

Teaching/Nursery Assistants:

Nursery	Mrs Julie Dysart, Mrs Emily Hyland, Miss Amy Moulton
Reception	Mrs Emma Forsyth, Miss Hyacinth Brown
Key Stage 1	Ms Suzanne Peace, Miss Elena Cooper

Central Support Staff:

Office Assistant	Miss Hannah Gibbons
Caretaker	Mr Joe Lucas

Lunchtime Staff

Kitchen Assistant	Miss Jo Puddefoot
Lunchtime Supervisors	Miss Mila Radojic Miss Kelly James Mrs Erum Ahmed Mrs Leigh Smith

Staff Absence

In the event of illness, please inform your line manager as soon as possible, either by phone or text – please ensure that you get a reply. If you do not get a reply, please contact the headteacher. If you are absent from school you will need to ensure that your absence is recorded in the staff absence diary, complete a self-certification form on your return, and discuss your absence with the headteacher. It will help us if you phone school daily to let us know how you are. If you are likely to be off school for longer than seven days, please get appropriate certification from your doctor and submit it to school on a weekly basis.

School Closure

Buckinghamshire schools do not close unless authorised to do so by the headteacher in consultation with the Chair of Governors and the Area Education Office. It is most unlikely that the school would ever close.

Any school closure will be published on the Bucks County Council School Closure website:

<http://apps1.buckscc.gov.uk/eforms2005/SSSchoolStatus/default.aspx>

If you believe that making a journey to school would be dangerous, then you should contact your line manager.

The Staff Lounge and Office

The staff lounge and office are for adults only. If children wish to speak to a member of staff then they knock at the door and any ensuing discussion takes place out of the room. Children may only go into the staff rooms when accompanied by a member of staff. We do not have our "own" chairs in the staff room. People sit where they please. Tea, coffee and water are always available. Contributions are made regularly for the purchase of these. The staff lounge is equipped with a microwave oven, toaster, fridge, freezer, dishwasher and water boiler. The lounge is designed to be a place of relaxation – therefore, the staff office should be used for PPA time, telephone calls or professional discussions.

Please be very aware of confidentiality issues when chatting in the staff lounge – parents and other visitors will use the lounge from time to time (and anyone in Jubilee Square will be able to hear our 'balcony talk'!)

Mobile Phones

Mobile phones are a superb tool for school and personal use. They can also be a distraction. Pupils should not have mobile phones in school without the express permission of the Headteacher (and in these exceptional circumstances will be stored in the office during the school day). Staff may have mobile phones in school but should ensure that they are switched off or on 'silent' throughout the school day. If you need to take a call, please find a quiet place – a busy staff room is not the place for a telephone call. It is not acceptable to use your mobile phone during lesson time.

Smoking

Smoking is not permitted anywhere on the school site (including the outside areas. If you see anyone smoking, please politely remind him or her of our school policy or report the matter to the school office. This rule applies to all visitors and contractors, at any time of the day.

Stock, Equipment and Resources

The stock cupboard outside the group room is available to all staff. In it are stored consumable materials other than subject specific equipment and that kept in classrooms.

Please inform the School Business Manager if you see that supplies of any item are getting low. Please make the effort to take just what you need from the stock cupboard so that we have an accurate view of the remaining stock in school – if lots of stock is stored in classrooms we are unable to manage our stock levels effectively.

Please do not take any stock items from the office without first checking with the SBM. Generally, office stock is reserved for office use only.

Multi-function Printers and Copiers

The school has two multi-function printers. The main printer copier is in the reprographics room and the second is in the main school office. We pay for each copy that we make on these printers, with the main copy printer being the cheaper of the two. Therefore, please be careful about the number of prints / copies you are making and always use the main printer copier when you can. Colour prints and copies are significantly more costly than greyscale prints and copies so please only use colour if it is absolutely necessary. Ask yourself the following:

1. Do I need to print or copy – is there an alternative?
2. Can I reduce the number of copies?
3. Can I reduce the size (print two to a page) or print back to back?
4. Can I print in greyscale rather than colour?

If there is an error with a printer-copier, please report this to the School Business Manager. Likewise, please report when paper, toner or staple supplies are getting low.

Curriculum Policies and Schemes of Work

We will develop our curriculum and gradually create full curriculum policies and schemes of work for each subject. Discussions, led by Subject Leader, will take place in staff meetings so that everyone is involved in the creation of material. The actual drafting of policies and schemes of work is the responsibility of the Subject Leader. Policies and Schemes of work are discussed, agreed and adopted by the Governing Body in the term following the drafting process.

Letters to parents

When organising visits or activities within the classroom, you may need to write to parents to enlist their help or just to gain their permission for the activity to take place. It is most appropriate for letters to go out over the name of the teacher(s) organising the activity, but any letters sent to parents need the prior approval of the Headteacher.

If you wish to write to individual parents about a particular issue, then approval should be sought from the Headteacher. Copies of the final letter and any subsequent reply should go to the office for filing.

Lost Property

All lost property should first of all be checked to see if it has a child's name attached. If it does, it should be returned directly and immediately to the appropriate child. Any unmarked lost property should be handed in at the office.

Personal Appearance

All children should comply with the school's uniform policy. Any breaches should be dealt with promptly and sensitively (the responsibility for personal appearance and uniform does not lie solely with a child).

Staff appearance is also important. We recognise that there are many acceptable styles of dress, including clothes worn for cultural and religious reasons. However, it is important that all staff dress appropriately and give a positive image of the school. Many parents have expectations of school staff as professionals in charge of their children and their views should be respected. We would expect all staff to wear modest, smart, professional work wear (no jeans) and suitable footwear which sets a good example to the children and portrays a professional image.

All staff must wear an identification badge at all times whilst on the school site. If for any reason you do not have your badge, please report to the school office for a temporary replacement badge.

For particular activities, such as teaching PE, it sets a good example to pupils if staff also change into suitable clothing. For reasons of safety, staff should always change into suitable footwear for PE.

It is not acceptable to eat or drink in the classroom when you are teaching – this includes chewing gum. It is acceptable to have a water bottle available in the classroom as this is a positive model for the children. Where staff are unable to take a drink break (for instance, when on playground duty, or teaching in Early Years), hot drinks are permitted, but only in an insulated, lidded, non-spill container.

Working together

Effective schools are those where staff work co-operatively together. Discrimination by any member of staff will not be tolerated. Staff are expected to work together showing respect, courtesy and fairness whatever the staff member's position in the school.

The school will not accept any member of staff intimidating colleagues or using offensive, threatening or insulting words or behaviour. It is important, therefore, to remember the difference between laughing with someone and laughing at someone.

Working with Integrity

All staff are expected to work with integrity and honesty. Occasionally, school staff are put in a position where they feel they might be being compromised - if this occurs you should discuss the matter with the Headteacher or Chair of Governors.

If school staff are offered favours, substantial gifts (worth over £25) or gifts which could be compromising, you must inform the headteacher or Chair of Governors immediately, and before accepting the gift.

All school staff are expected to complete a Pecuniary Interest Form on which you should declare if you have a close friend, partner or relative who is providing goods or services to the school or who is applying for a job in the school or who is bidding for a contract in the school.

If staff have concerns about the integrity of other staff they must report their concerns to the headteacher or Chair of Governors. They may also seek advice from their trade union.

Booking and paying for a staff meal

Any member of staff wishing to have a hot meal should inform the School Business Manager and set up a Parent Pay account through which payment for the meals are made.

Confidentiality

We are committed to respecting the confidentiality of each member of our school community. We have a separate confidentiality policy which every staff member should read and sign.

Whistleblowing

If you believe there has been any fraud, irregularity, corruption or the law has been broken, you should follow the procedure in the school's Whistleblowing Policy which every staff member should read.

Identification Badges

Staff should wear their identification badge at all times. If you lose your badge please report this immediately to the school office. Every staff member and visitor to the school should wear a badge. If you see any adult in school who is not wearing a badge, please accompany him or her to the school office to sign in.

Use of the Internet at school and at home

The school has a code of practice for using the Internet and email. Each member of staff will be issued an email address with the Bucks Grid for Learning. No other emails can be accessed from the school. School emails should be checked at least weekly.

Each member of staff is responsible for ensuring that his or her use of email and the Internet is appropriate and in keeping with their position as a member of the school staff team. In particular, school staff should be careful in their use of social networking sites (such as Facebook, Bebo, MySpace or Twitter). Posting information and pictures on social networking sites poses particular risks because users do not have full control of what appears on their pages or who may see them. It is, therefore, incumbent on each member of staff to ensure that they are monitoring their space closely and making wise choices. The following guidance may be helpful:

1. Choose your 'friends' or 'followers' (those who can access and post onto your page) wisely. It is inappropriate to communicate with pupils in this unregulated environment.
2. Be aware that anything that you post or comment will be seen by others –you are, in effect, publishing those comments or pictures. Your comments and pictures, should therefore, be appropriate given that you are a member of school staff. Never use bad language.
3. Ensure that you manage your security settings are set as you want them. These will determine who can view and post to your pages.
4. Remember that inappropriate use of the internet or social networking sites from within or outside school could constitute a disciplinary issue.
5. Please report any concerns directly to the headteacher.

Section E: Health and Safety

We want to provide a safe and healthy working and learning environment for staff, pupils and visitors.

You should take reasonable care of your own health and safety and any other persons who may be affected by your acts or omissions at work.

In particular you should:

- a) Be familiar with the safety policy and any and all safety regulations laid down by the County Council and adopted by the Governing Body
- b) Ensure health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils.
- c) Ensure that all equipment is in good and safe working order. It is essential to complete a visual inspection of all equipment used.
- d) Not make use of unauthorised equipment. Some equipment requires additional training – please check before using equipment if you are unsure.
- e) Use the correct equipment and tools for the job and any protective equipment or safety devices that may be supplied.
- f) Report any defects in the premises, plant, equipment and facilities that you observe.
- g) Take an active interest in promoting health and safety and suggest ways of reducing risks.

Your health and safety representative is the School Business Manager. She can provide you with full details of procedures adopted within Buckinghamshire schools.

Illness / First Aid

If a child feels ill during the school day then it is the responsibility of the class teacher to make a decision as to how to proceed. If necessary, s/he can be accompanied to the school office for attention. We will decide whether to send the child back to class, keep him / her in the medical room to rest, summon a parent or take the child directly to hospital. You will be informed as soon as possible of the action that has been decided upon.

If a child requires First Aid during the school day, a registered First Aider should be summoned. A list of members of staff who hold first aid qualification is held by the School Business Manager. If the child cannot move him / herself, then do not try to move him / her unless not to do so would be life threatening.

In the case of a minor accident, the member of staff discovering the accident should complete the school's accident book. This is kept in the medical room.

In the case of any accident, we would seek to inform parents either at the time or at the first appropriate moment.

Potential Hazards

The School Business Manager and caretaker carry out a termly site inspection on behalf of the governing body. If you identify any potential hazards, please report these to the SBM immediately.

Storage and administration of medication

Asthma inhalers may be kept by individual children and if so should be carried by them at all times. Before P.E.,

swimming or any physical activity, please ensure that all asthma sufferers have their inhalers with them. We also ask for a second inhaler to be stored centrally.

In exceptional circumstances, we will agree to administer medication in school. This is at the headteacher's discretion. In such circumstances, parents will be requested to complete a medication form.

Visitors in school

All visitors to school, other than parents attending an organised activity, should report to the office on their arrival and be issued with a visitor's pass. They will then be escorted to their destination or, in the case of some maintenance staff, be allowed to move around the school unaccompanied. If you see any stranger in school without an identification pass, please accompany them immediately to the office (This is not a task that can be delegated to children).

Please note that you should never put yourself or the children in your care at risk. If you have any reason to be concerned about a visitor in school, and would prefer not to accompany them to the office, leave them alone and summon help immediately.

Jewellery

Children at school should wear no jewellery, other than watches. No exceptions will be made.

Evacuation Procedure

An emergency evacuation is held during each term.

1. In the event of fire in the building the fire sounders and flashing beacons will be activated.
2. The adult responsible for them will escort children at that time to the edge of the school playground nearest the field. Children should walk quickly and as silently as possible and then form up in class lines. (Teachers should ensure that they know all available means of exit)
3. On arrival in the playground, class teachers will be responsible for checking that all the children are in attendance.
4. Please report names of any children not in class lines (excluding absentees) to the Headteacher.

Lone Working

If you are working in school alone, please ensure that you take the following precautions:

1. Let someone know that you intend to work in school, and what time you are expecting to finish.
2. Let that person know when you have finished working in school.
3. If you are in school for longer than an hour, speak to that person each hour to reassure them of your safety.
4. Have a mobile telephone with you at all times.

'Lock Down' Procedure

The school may instigate a lockdown procedure, for example, where there is a threat from either an intruder on the school grounds or within the vicinity of the school,

The lockdown signal for the school is the intermittent sounding of the fire warning.

In the event of a required lock down:

- All staff and children should return to their class base and await further instruction
- Centrally based office and caretaking staff should report to the headteacher
- Doors, windows and blinds should be closed as a precaution
- Pupils and staff should be prevented from leaving the classroom or safe area during a lockdown procedure.
- Teaching should continue normally so as not to worry children. Alternatively, pupils can participate in a quiet activity or game – remaining quiet and calm.

Staff will be informed when the Lock Down is lifted.

Manual handling

Manual handling should be reduced as far as possible. If you need to move something from one place to another, please keep the checklist (below) in mind. Please seek help from the school caretaker or another member of staff.

A checklist for safe lifting:

- Do not move or carry any load unless you absolutely must.
- Before attempting to lift a load assess its size and shape. Obtain assistance if required.
- Check there's enough space to make the lift and space to reposition the load as required.
- Stand correctly, with a straight back and your chin tucked in, close to the load you are to lift - your feet should be apart with one foot in front of the other facing in the intended direction of travel.
- Lift with your knees bent and use your legs, not your back, as the lifting power.
- Make sure you have a good grip on the load before lifting and do not change your grip once carrying. Do not allow the load to obstruct your field of view - if it is too large seek assistance. Set the load down gently - again keep your back straight and knees bent.
- As far as possible, store heavier loads at 'lifting height'. Never place heavy loads on high shelves.

Housekeeping and Storage

It's a good idea to familiarise yourself with your classroom or work area as soon as you can.

Remember that a tidy school is a safer school. Train the children to replace items neatly in their correct place. If you see an untidy area, arrange for it to be tidied as soon as possible. If you are unable to make an arrangement for remedial action, please report this as a health and safety concern to the Headteacher.

The checklist below should help you review your storage arrangements.

- Check the safe loading of racks, shelves and floors and do not exceed it.
- Ensure stacks on floors or racks are stable and do not protrude into gangways.
- Make sure there is a safe way of accessing loads on racks and that any ladders or steps used are appropriate and in good repair.
- Store heavy items as near to floor level as possible.
- Check loads that might roll or move.

Section F: Behaviour and Discipline Policy

1. Aims and expectations

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3. The school has a behaviour code which is based on Jesus' Sermon on the Mount. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4. The school expects every member of the school community to behave in a considerate way towards others.
- 1.5. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.6. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.7. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.8. The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

2. Behaviour Code

- 2.1. Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values based on Jesus' Sermon on the mount. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.



- 2.2. The code is displayed on every classroom and corridor wall, and in Parents' Guides. In addition, each new pupil and member of staff receives a copy of the code to keep.
- 2.3. Each class teacher discusses the Code with their class at the beginning of each year and at appropriate times throughout the year. The code is reinforced through assemblies and through regular class-based Circle Times.

3. Promoting Positive Behaviour

- 3.1. It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. The curriculum must be relevant, planned and appropriately delivered to cater for all children's needs in order for them to be well motivated and successful. We should all promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.
- 3.2. We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children, often using verbal praise, stickers, stamps and certificates or a note in a work book
 - teachers give children individual / table / group / class points
 - each week we nominate two children from each class to receive a certificate in assembly
 - children can be sent to the headteacher to show an outstanding piece of work or to be congratulated for good behaviour
 - informal or formal contact with parents
 - other class based systems are developed from time to time with the approval of the headteacher

4. Sanctions

- 4.1. We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention.

Level 1 General reminder and use of positive reinforcement

In the first instance, a general reminder or glance is enough to correct any slight behaviour difficulty. This can often be done without drawing attention to the behaviour or to the individual child. E.g. "Could I just remind everyone that you have been asked to work silently". Praise often works well in this situation as a way of positively reinforcing good behaviour. E.g. "Well done Samantha, you are working hard".

Level 2 Warning

If a child continues to exhibit behaviour which is contrary to the Behaviour Code, a member of staff will warn that child that continuing that behaviour may lead to a period of time out. We will endeavour to ensure that the child fully understands the warning. Wherever possible, the warning will remind the child of the significant statement from the Code eg. "Jon, that is a warning, you are not being kind and helpful". If this results in the required behaviour, we praise this. We are encouraging children to make good decisions about their own behaviour and the use of a warning gives them that opportunity.

Level 3 Time out within the class

If, having been warned, a child continues to exhibit the same behaviour, then that child will have a period of 'time out'. The child will be expected to sit silently on the time out chair for a period of time appropriate to his or her age (typically a minute for each year). If a member of staff other than the child's class teacher takes away time they will inform the child's teacher.

Level 4 Yellow Card (Time out of class)

If poor behaviour of the type in Level 3 becomes persistent, or if the misdemeanour is judged immediately serious enough to warrant it, then the child will be sent to a colleague for 'Time Out of Class' before returning to the lesson or activity.

Level 5 Red Card (involvement of headteacher / senior staff)

If Level 4 type behaviour persists, or if the misdemeanour is judged immediately serious enough to warrant it a child will be sent to the headteacher or senior colleague. The headteacher will follow this up with the child and member of staff. Parents are always informed if their child reaches Level 5. If a child receives three red cards in any half term, a meeting with his or her parents will be arranged at which a fixed term exclusion will be considered.

- 4.2. If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others, the headteacher will support the class teacher to introduce strategies which are additional to those outlined above. These may include:

- A daily log book of behaviour
- Meeting with parents
- Formal written warnings
- Support from the behaviour support team
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

An exclusion will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult in school.

4.3. For clarity, some behaviours will automatically lead to particular sanctions:

<p>General warning, followed by a specific warning, followed by time out in class.</p>	<p>Low level misbehaviours</p> <p>For example:</p> <p>Talking at the wrong time, Calling out, Breaking an established rule (Running in a corridor).</p>
<p>Yellow Card – Time out in another classroom until the end of that session.</p> <p>(Class teacher or TA)</p>	<p>Having received a general warning, specific warning and time out in class, the low level misbehaviour continues.</p> <p>Or immediately for the following behaviours:</p> <ul style="list-style-type: none"> – Impoliteness towards any adult in school – Not following the reasonable and repeated instruction of a member of staff – Any small-scale deliberate damage to school property (eg. Snapping a pencil) – Use of inappropriate language
<p>Red Card – Sent to a member of the senior leadership team. 5 minutes.</p> <p>(Teacher or HLTA)</p>	<p>Having received a yellow card and returned to class, that same behaviour persists.</p> <p>Or immediately for the following behaviours:</p> <ul style="list-style-type: none"> – Acts of violence towards another pupil – Threatening, intimidating or abusive language or behaviour – Any act of deliberate defiance towards an adult in school – Any significant deliberate damage to school property <p>Automatic letter home.</p> <p>3 red cards in a half term, interview with parents at which a fixed term exclusion will always be considered.</p>

5. Children with Special Educational Needs

- 5.1. For some children, often classified as having social, emotional or behavioural difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.
- 5.2. If this is the case, that child will be placed on School Action or School Action Plus within our Special Educational Needs provision and an Individual Education Plan will be written for them detailing specific behaviour targets and strategies for meeting those targets.

6. Working with parents

- 6.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2. We explain the school behaviour code in information packs for new parents, and we expect parents to read these and support them.
- 6.3. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.4. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher.

7. Fixed-term and permanent exclusions

- 7.1. Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2. If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3. The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 7.5. The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- 7.7. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.
- 7.8. Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises.

8. Monitoring

- 8.1. The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher records those children who have had time out in class or have been issued a yellow or red card. We also keep a record of any incidents that occur at break or lunchtimes.
- 8.3. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 8.4. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Section G: Parental involvement

It is part of the general ethos of the school that Parents are partners in education. Parents who show sympathy, understanding and respect for the pupils, and who will persuade all our pupils to feel good about themselves as learners, and who care about doing their best for the children, will be valued as helpers in the classroom.

Parent Teacher Association

We are in the process of establishing a PTA for the school.

Communication and Information

In order to maintain effective communication with parents, to ensure that we work in partnership with them, we have established a range of communication tools.

'Park Life' Newsletter

The school newsletter is sent home about every two to three weeks during term time. Items for inclusion should be submitted to the headteacher.

Parents Briefing Papers

Briefing papers that consider particular issues (for example, sex education or homework) are sent home from time to time.

Parents Information Evenings

The school hold a number of information evenings to consider particular issues.

Parent Teacher Consultations

Parents are invited to meet with their child's class teacher in the Autumn and Spring terms.

Questionnaires and Feedback Forum

Parents' views are sought through a questionnaires and a termly feedback forum.

School Website

The school has website which holds a wide range of information.

Twitter and Facebook

The school has a Twitter feed and a Facebook page. Short reminders are regularly placed on these sites by the headteacher. No-one else has access to these pages and the security settings do not allow other users to post messages

Section H: Supervision of children

Whilst in school, children are placed by parents in the care of the school and the staff. The term "in loco parentis" is used to describe the responsibility of a teacher towards a pupil. This involves not only moral but legal obligations upon the teacher in every aspect of the job. The school is responsible for the physical safety and well being of each pupil during the time they are in our care, and parents expect all reasonable care to be taken so that this is the case.

Children should therefore be under some degree of supervision at all times. The level of supervision will vary according to the circumstances and the children involved, but should be such that this responsibility is met. For example, a child carrying a message etc., and having been given instruction as to what to do, is still under the supervision of the teacher, although that teacher is not physically with the child. One should apply the test of "reasonableness" with regard to which children are involved, the nature of the errand and the time to be taken. No child should be sent out of the school grounds on an errand without prior arrangement.

Teaching time

You should ensure that classes are supervised when in the classroom, or moving round the building. A higher level of supervision is called for when children are moving en masse round the building than when they are seated in the room. You should not normally leave the class during lesson time without reasonable cause. What constitutes reasonable would have to be determined in each case, but where this is necessary, clear instructions for their safety should be given to the class (i.e. Remaining in seats etc.), and the absence should be as brief as practicable. Where appropriate, the neighbouring teacher may be informed. Advance planning should virtually eliminate the need for fetching of equipment during the lesson. You should ensure that you are ready to receive the children in the classroom, especially so after breaks when the children enter the school full of high spirits and thus more prone to accident and mischief. A prompt return to duty after breaks ensures adequate supervision. When the class are leaving the room, especially at the end of the session, you should see that the room is cleared before leaving.

Coach Travel

Classes travelling by coach are naturally more excitable by virtue of the break in routine. However, the possibilities of accident through high spirits are increased, and of course the reputation of the school depends on how outsiders see the children behave.

Therefore the school has a set of guidelines for coach travel which should be followed for every journey and forms part of the risk assessment for any journey by coach.

Section I: Visits

We believe that visits and journeys have an important part to play in education as an essential part of the delivery of the curriculum.

We need to ensure that:

- Organisation and planning of any visit are thorough
- All foreseeable problems are eliminated
- The visit achieves its educational objectives
- All reasonable care is taken to ensure the safety and well being of organisers and participants

All visits must be sanctioned by the headteacher before any communication with parents is made. No exception will be considered. Please give as much notice as possible to possible excursions as many will require clearance by the LA or Governing Body.

All visits should be placed on the web based Educational Visits system, 'Evolve'. Requests for visits must be placed on Evolve at least one calendar month before the visit is intended to take place.

Level of Supervision

The school follows the levels of supervision contained in the Buckinghamshire guidelines for educational visits. These are strictly adhered to. Any member of staff wishing to check the levels should consult the headteacher.

Consent of Parents

All visits must have individual written consent. No exception will be made without the permission of the headteacher.

Transport

Children may either be transported by coach, minibuss or by car.

Coaches:

Children must sit one person to a seat. The school's coach travel guidelines must be followed.

Cars

All drivers must have up to date insurance and (if appropriate) MOT certificates for their vehicles. Children must wear seat belts at all times. Seating must be on a one to one basis. All staff are advised to upgrade their insurance to business use. This is usually provided free of charge to school staff.

Charging

All parents have been informed of the School's charging and remissions policy as it is published in the prospectus.

Health and Safety

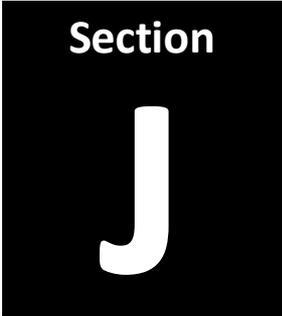
A responsible adult must be appointed to be in charge of First Aid on any visit by the teacher in charge, unless the establishment being visited has its own First Aid arrangements.

Residential Visits

Detailed guidance is given on the County's website in the 'Schoolsweb' section

Checklist for Planning Visits

1. Identify the educational purpose of the visit
2. Check that the aims and objectives match the age and educational development of the children
3. Identify any associated costs
4. **Agree the visit, in principle, with the Headteacher.** (Parents should not be advised of any visit without the permission of the headteacher).
5. Add the visit to the EVOLVE online visit system at least one month before the proposed visit.
6. Conduct a visit risk assessment and agree with the headteacher.
7. Notify parents. Parents should receive advance notification of any visit as soon as it has been agreed with the headteacher and should receive all final arrangements at least two weeks in advance of the visit taking place.



Section J: Leadership and Management

Phase Leaders:

- EYFS..... Ann Whytewood
- KS1..... Nick Waldron (acting)
- KS2 (Lower)
- KS2 (Upper)

Subject Leaders:

- English.....
- Maths
- Science
- ICT.....
- Design and Technology.....
- History.....
- Geography.....
- Art and Display
- Music.....
- RE.....
- PE.....
- PSHE & Citizenship.....
- MFL

Area Managers:

Special Educational Needs	Nick Waldron (Acting)
Newly Qualified Teacher Mentoring.....	Ann Whyte
Student Teacher Mentoring.....	
GTP Mentoring.....	
Assessment	Nick Waldron (Acting)
Library	
Health and Safety.....	Hayley Jackson
Child Protection (designated teacher)	Nick Waldron
Gifted and Talented	Nick Waldron (Acting)

The role of the Subject Leader

Co-ordination of teachers, LSAs, admin staff and helpers in consultation with the Headteacher by:

1. Induction, guidance and continuous support.
2. Oversight of work or staff, including assessment and evaluation
3. Encouragement and motivation
4. Wider consultation as appropriate
5. Assisting in the professional development of the above, including in-service training
6. Advising the Headteacher of requirements

Structure and policy statement by:

1. Ensuring that discussion, development, formulation and maintenance of a policy statement takes place, taking into account DCFS/LA advice and the school's teaching and learning policy.
2. Producing a synopsis of the policy statement for interested parties.

Methodology, ensuring that:

1. Teaching approaches used for the curriculum areas are compatible with the school's teaching and learning policy.

Continuity and liaison by:

1. Ensuring co-ordination and continuity of this area of the curriculum within the school.
2. Maintaining and developing discussion between other schools in the liaison group as appropriate.
3. Maintaining and developing links between the school and first / secondary schools
4. Maintaining and developing appropriate home/school links and approaches for and with parents.

In-service support:

1. Ensuring attention is drawn to relevant courses as detailed in the LEA's handbooks.
2. Attending relevant local, region and national courses as appropriate.
3. Encouraging the participation of colleagues as appropriate
4. Ensuring relevant information and ideas are shared with colleagues after meetings or courses.
5. Initiating school based in-service activities and parent workshops
6. Helping to support colleagues in classrooms as appropriate

Target setting and monitoring of progress by:

1. Managing curriculum reviews in line with the school development plan
2. Monitoring standards in the subject and identifying areas for development
3. Devising and sustaining means of monitoring progress
4. Fostering awareness of techniques for helping children with special needs

Evaluation, appraisal and assessment by:

1. Assisting the Headteacher with the aforementioned in respect of their curriculum area.

Stock and resources in respect of:

1. Putting together an annual budget bid for development and consumable resources within the subject
2. Ordering development and consumable resources subject to the eventual budget allocation
3. Assisting in the allocation, storage, oversight/care of, security of, checking of and monitoring of equipment and resources.
4. Ensuring that any classroom resource areas are appropriately stocked and organised.

Section K: Financial Procedures

The school follows strict financial guidelines. If you are in any doubt, please ask. A copy of the finance manual is available from the School Business Manager.

Curriculum Spending

Stock, equipment and resources required for specific curriculum areas are managed by Subject Managers. The ordering of such equipment, whether consumable or otherwise, is subject to a bidding process carried out as part of the budget cycle and in conjunction with the School Improvement Plan.

The process is as follows:

January	Define plans for the next financial year Cost required items Submit expenditure proposals to Headteacher
February	All proposals discussed by staff team. Major proposals discussed by Governing Body
March	Budget created and expenditure allocations agreed.
April onwards	Expenditure takes place.

Project / Expenditure proposal forms are available from the Office.

Please note the following checklist:

- consult with other members of staff where necessary when ordering
- keep some funds in reserve until late in the year - you may need it!
- don't forget to order before the "spending freeze" at the end of January.

When ordering:

- Look first in the GLS-Ed Catalogue (kept in the filing cabinet in the medical room) for any goods. Compare prices with at least two other suppliers in order to achieve best value (Including County Supplies)
- Complete an Internal Order Form and hand it in to Hayley Jackson.
- When the order has been approved by the Headteacher and processed, a copy will be placed in the appropriate budget file. Please keep a running total of your subject's expenditure in your subject leaders file.
- We never see "Reps" without an appointment. Official orders should follow a Reps visit - never agree to an order when the Rep is on site.
- Inspection copies of items should only be ordered with the agreement of the Headteacher.

Parental payments

You may ask children to pay for consumables in some subjects, as long as they are able to take their finished items home. Please consult with the headteacher.