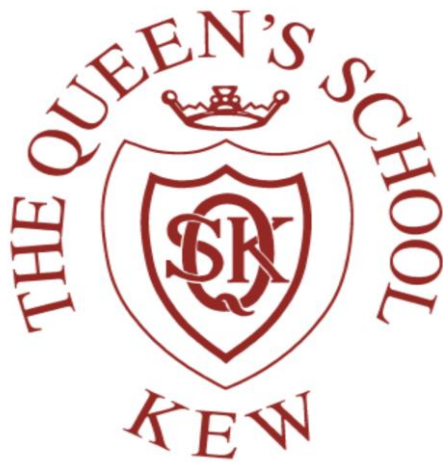


The Queen's Church of England Primary School



Staff Handbook

Version 7

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Cumberland Road, Kew, Richmond, TW9 3HJ

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Mission Statement

We encourage every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

This statement is achieved because on your appointment to the school's workforce the governing body, in partnership with the Headteacher, pledge to *encourage every employee to reach their full potential, nurtured and supported in a Christian community, which lives by the values of love, compassion and respect.*

Professional Code of Conduct

The professional code of conduct, including all safeguarding information, is detailed in a separate document and must be read in conjunction with the staff handbook.

School Information

Who we are:

- The Queen's C of E Primary school is in the Diocese of Southwark. It is supported by the Southwark Diocesan Board of Education (SDBE). This allows the school to have access to Continuous Professional Development and Training, advisory support, inspection advice and inspections, Church worship and career development
- The school is also part of Richmond upon Thames Local Authority and its network of schools. We can access support including CPD, inspection advice and career development
- The LA schools are grouped in 5 geographic areas called Localities. Our school belongs to the Kew, Barnes, Mortlake and Sheen Locality

The other Locality Schools are:

Lowther, St Osmunds RC, Barnes, St Mary Magdalen RC, East Sheen, Sheen Mount, Richmond Park Academy, Windham Nursery, and Kew Riverside.

These schools work in collaboration with a multi-professional team to deliver a range of shared services, educational projects, group purchasing. We are committed to develop further collaboration for all groups of staff to increase the network of support.

Church Links:

- St. Anne's Parish Church, Kew Green - Fr. Nigel Worn
- St Luke's Church and St Phillips and All Saints (The Barn Church) Kew – Fr. Peter Hart

Staff Roles and Teams:

Please see the website for an up to date list including roles and responsibilities

Governors:

Please see the website for an up to date list

Academic Year Dates:

See Website.

Christian Calendar:

Autumn: Harvest, Advent, Christmas

Spring: Candlemas, Ash Wednesday, Lent, Passion 1 (Holy Week, Good Friday)

Summer: Passion 2 (Easter- Resurrection) Ascension Day, Leavers’ Service

The Vision Development Plan 2017 -2019

The Vision Priorities:

Learning and Teaching - To provide an inspiring, stimulating and inclusive environment, instilling a love of learning to enable each child to achieve academically and creatively; made possible by valued, mutually supportive and committed staff.

- (a) Embedding Maths Mastery and maximising the use of Maths Mastery across the school by the end of the two-year cycle.
- (b) Raising the achievement in writing across the whole school with effective assessment and moderation in place by the end of the two-year cycle.

The Whole Child - To empower each child to be independent, confident, thoughtful and resilient. Grounded in Christian values and well equipped for a future beyond The Queen’s School.

Building on our focus over the last 2 years on Learning Certainties, these and the school’s values will be embedded and further developed, ensuring they continue to be the basis of all activities at The Queen’s School.

- (a) All children, teaching staff and governors will be aware of the Learning Certainties and routinely use them to underpin learning. This will be measured through regular questionnaires (children, staff and governors) and day-to-day documentation.
- (b) Planning, marking and reporting will reflect the Learning Certainties.

Learning Environment: To make the most creative use of the internal and external space, providing each child with the best opportunities and a safe environment to develop intellectually, creatively, physically and emotionally.

Efforts and opportunities to continue and further develop a learning environment (both internal and external) that reflects the values, ethos and Christian distinctiveness of The Queen’s School will be sustained and created.

- a. Clear planning to maximise access to outdoor learning, play and PE and to optimise the internal learning environment will be evidenced.
- b. Clear planning to actively ensure the internal and external space reflects the school’s Christian character and distinctiveness.
- c. Ensure that the school has a medium and long-term plan for financial viability.

The Queen's School Community: To be outward looking at the heart of our local community, sharing our expertise and working in partnership to enrich our children's appreciation of the wider world.

- (a) The school will develop our volunteer capacity from within the wider community encouraging intergenerational work and effective volunteering across a wide range of functions.
- (b) Leaders (staff and governors) will seek and undertake opportunities to share our knowledge and expertise with other schools.
- (c) Continue and strengthen our relationship with Churches Together in Kew.

The Curriculum

Parents have chosen our school trusting that we value, respect and safeguard every child as well as provide outstanding learning through excellent teaching.

- The school has a learning and teaching policy on the website
- Long and medium term curriculum plans are on the website and are reviewed in phase teams/year groups
- Weekly plans are on the staff school server (*S drive – Planning*)
- Curriculum planning and evidence in books is expected to be consistent across the year group, except in maths groups in upper KS2
- It is the responsibility of teachers to become familiar with school policies with the support of their phase leader, curriculum leaders and the assessment and inclusion leaders
- It is the responsibility of all teachers to ensure that teaching assistants (TAs) are directed in the classroom and are familiar with the taught curriculum (with the planned learning outcomes of their assigned tasks, activities or groups)

Assessment, Marking, Target Setting and Reporting:

It is the responsibility of all teachers to:

- be familiar with the school's assessment policy, assessment principles and the marking and presentation policy and to follow and implement both the assessment procedure and marking policy for the appropriate year group
- ensure that TAs are familiar with the assessment procedures including observations and in using the marking and presentation policy
- Set targets, based on the curriculum statements (key performance indicators KPI statements), in the autumn term and track progress against these throughout the year and in year 2 and year 6 to set targets based on the end of Key stage teacher assessment frameworks

- Prepare for pupil progress meetings with parents in line with school policy, by:
 - preparing pupil summary reports, on Target Tracker, based on achievement against KPI statements in reading, writing and maths
 - Keeping meeting notes for each child – filed in assessment folder
- Carry out teacher assessments against the curriculum statements and record the half termly assessment of progress on STEPS, on Target Tracker (the data tracking system)
- Prepare information on pupil progress for discussion at termly data meetings, for all pupils including SEN, PPG, Exceeding and EAL pupils
- Provide written pupil reports for referral to other agencies or on moving school
- Provide an annual, end of year, written report of individual attainment, progress and learning attitude, for parents
- Write and review personal plans for children on the SEN register and share these with parents and children termly or as and when needed
- Liaise with PPA cover teachers in order to provide information for written and verbal reports to parents

PPA:

The school views PPA (planning, preparation, assessment) time as an essential element of year group collaboration, consistency and cohort outcomes. Copies of planning are kept on the Staff share on the S drive.

- Weekly overview plans, detailing schemes of work/resources etc. should be kept on the classroom desk for easy access for supply/ PPA cover teachers
- The PPA cover is provided by a range of teachers, HLTAs and specialist instructors, so that children have enriched opportunities (Numeracy, Literacy, Science and Religious Education should not form part of PPA cover)
- It is the responsibility of the person delivering the PPA cover to ensure that there is planning in place and they are efficiently prepared for the lesson; they should also ensure safe dismissal of all children
- The classroom should be left as it was found
- It is the responsibility of the class teacher to report to the Phase Leader or Management team any concerns over the quality and effectiveness of the teaching or delivery of the lessons during these times

Management time:

SLT have regular management time for policy development, monitoring planning, observations etc. Any subject leader can request management time for their curriculum area providing a clear rationale of what is going to be achieved within that time.

Homework:

Homework varies according to year group - see Homework policy.

Physical Education:

All children are timetabled for 2 hours high quality physical education each week, one indoor session and one outdoor games session. In KS2 children attend swimming lessons for one term, as their indoor PE session.

For safety, all the children have bare feet when doing gymnastics or dance and wear plimsolls or trainers for games activities. Hair should be tied back, watches removed and earrings covered with masking tape or put away safely by the child.

Apparatus – Indoor PE equipment is stored in PE store in studio 1.

Outdoor games equipment is stored either in the bike shelter outside the year 3/4 pupil entrance or in the shed on the grass area close to the tarmac PE area. It is the responsibility of the class teacher to ensure that all apparatus and equipment is put away safely and tidily.

A timetable for using the studios and outdoor space is completed by the PE co coordinator and is displayed on the staffroom notice board

(S drive – Admin – Timetables – shared spaces)

All children are expected to participate in PE and swimming lessons, unless a written letter is received from a parent/carer.

Children should participate in PE lessons with the appropriate PE kit (see page 18). Any pupils without PE kit may borrow spare kit, which is kept in the welfare room (after use, this must be washed and returned). If no spare kit is available then children can participate in PE lessons as long as they have the correct shoes i.e. trainers. Parents/carers must be informed if PE kit is not in school and any children who regularly do not have their PE kit in school should be referred to the PE Coordinator, who will provide a letter to go home.

It is the responsibility of the teacher to ensure that the appropriate number of adults are organised to support walking to any off site PE activities and to accompany children on the coach to swimming lessons. The adult / child ratio must be adhered to (see page 21) and any issues regarding this, must be communicated to the management team a minimum of 24hours in advance of the session, or as soon as possible.

ICT/ Computing

The school computer system is networked. This means you can access all of your files from any machine that you use in school. You can log on either as yourself or using your class name. You will need to log on using a username and password. An information sheet is given to all staff, which includes personal details and instructions for:

- Network login
- E mail
- Access to S drive remotely

Your personal profile enables you to access the 'Staff' desktop. The folder marked 'My Documents' will hold your own files and you can access Year Group files through the staff share file (S drive).

Children's programs are accessed through the pupil login and pupil share. They can also be accessed through your personal log on, and can be found in the network shared R drive.

E Mail:

Email can be accessed from the desktop (www.lgfl.info). You will need a different user name and password, which will be given to you. This password and username allows you to access the USOfx site to securely transmit data or information to colleagues within the LA – e-mail should not be used to send any personal data – if you need help with using the USOfx site please speak to the IT coordinator.

IT Resources:

- All of the classrooms have interactive whiteboards which must be turned off when not in use, especially at the end of the school day
- We have other IT resources in school including a camcorder, beebots, roamers, green screen and class cameras. **It is your responsibility to ensure that these are locked away each night**

Website:

We have a school website (www.queens.richmond.sch.uk). The website holds information for parents, children and teachers, including key dates, policies, children's work and general information for parents. Throughout the year you may be asked to contribute some children's work towards it.

All subject leaders are responsible for ensuring their subject page is up to date and reflective of the school policies.

If you have any technical or computing issues please speak to the IT/computing coordinator.

Behaviour and Discipline

Our Behaviour Policy (on the website) is based on positive affirmation, making right choices and adult support for changing unacceptable behaviour. It is based on our Mission Statement of living by the Christian values of love, compassion and respect. This behaviour will be rewarded with praise, encouragement, recognition and celebration (rewards below). All staff are role models and are required to challenge any unacceptable behaviour from any adult or child regardless of age or phase (sanctions are in the policy). Any member of staff having difficulty in any area of behaviour and discipline is required to seek help from the Phase Leader, Assistant Head, Deputy Head and finally the Headteacher.

The Golden Rules are displayed in each classroom, learning area, playground and lunch hall.

The Golden Rules:

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest

Golden Playground Rules:

- Be gentle and play well with others
- Be kind and helpful
- Play thoughtfully and include others
- Respect our playground and equipment
- Listen to people and respect the feelings of others
- Be honest

Class Contract:

In addition to the Golden Rules, at the start of each academic year, each class along with their class teacher collaboratively draws up a list of class rules that are signed by every member of the class as a contract between pupils and teacher.

Rewards:

KS1: Recognition may take the form of:

- Verbal praise
- Stars / Stickers
- Certificates in weekly collective worship
- Nuggets awarded for class rewards

KS2: Recognition may take the form of:

- Verbal praise
- Stickers
- Certificates in weekly Celebration collective worship
- House points awarded for individual rewards that also benefit a 'house'
- Nuggets awarded for class rewards

Sanctions :

(Please refer to the Behaviour Policy for the Sanctions Procedure.)

If required, sanctions will be applied consistently and fairly. All members of staff are responsible for promoting positive behaviour and must not accept inappropriate behaviour.

The School Day

Breakfast club: Breakfast club starts at 7.45am in the Practical room, on the first floor. At 8.40am KS2 children are sent to their classrooms and KS1 children are taken to their classrooms.

Start time: School gates open at 8.30am, doors at 8.40am and children enter school as follows:

- KS1 - via their classroom door
- KS2 - year 3 and year 4 via the pupil entrance
Year 5 and year 6 via the entrance facing Mortlake Road

Teaching assistants are positioned at each entrance to greet children and take any messages from parents.

Teachers remain in the classroom from 8.40am to greet children and start morning learning activities.

Registration: Takes place in the classroom at 8.50am.

This is a legal requirement. The register must be taken at the start of each session am and pm. This is completed on INTEGRIS. Logins will be given to teachers from the office. Any children who arrive after the register has been taken MUST be sent to the office. Should you have a problem with accessing the internet then a paper copy can be completed and sent to the office.

Break duties:

All staff are expected to complete break duties (KS2- am only, KS1-am and pm). Rotas and positions are displayed in the staff room. While on break duty, all staff are responsible for:

- Being aware of the playground risk assessment (on staff notice board)
- Being outside promptly and punctually
- Standing in the designated positions as detailed in the risk assessment
- Wearing a high visibility vest (stored in playground cupboards)
- Checking staff are in the playground before sending children out for break
- Blowing the whistle / ringing the bell promptly at the end of break
- Ensuring children line up quietly at the end of break
- Checking that only healthy snacks such as fruit or vegetables are eaten
- Ensuring any hot drinks that staff may have are in cups with lids
- Not using mobile phones
- Being vigilant at all times to ensure safety of pupils
- Follow first aid procedures (see page 21,22)
- Checking loose play equipment, ensuring equipment is safe for use and reporting any issues to the Assistant Head

Wet play:

Children remain in their own classes and have access to wet play games and quiet activities. No games involving running are allowed. Year 6 pupils are allocated roles of Wet Play Monitors. They supervise classes throughout the school EYFS - Y4; EYFS also always have an adult in each classroom during wet break.

If a member of staff is on break duty and it is wet break, their role is to 'patrol' the corridors and classes within a zone, ensuring that all children are safe and behaving according to school policy. See the staff notice board for up to date rotas.

Lunch time:

A class prayer is shared before children go to lunch. This can be either the school prayer or children's own prayers.

KS1 - sung

*The Lord is good to me
And so I thank the Lord
For giving me the things I need the sun, the rain
and the apple seed
The Lord is good to me.*

*For every seed that grows will grow into a tree
And one day soon there'll be apples there, for
everyone in the world to share
The Lord is good to me.*

KS2 –sung in 2 groups with an echo.

Thank you God

Thank you God

For our food

For our food

Bless it for us

Bless it for us

Amen, Amen

Lunchtime - timings

EYFS and KS1 lunchtime is 12.00 -1.00pm. KS2 lunchtime is 12.25 - 1.25pm.

- In the Autumn Term, to aid transition, EYFS need to be in the hall for their lunch at 11.45am. Spring/Summer term 11.50am
- Year 1 should be taken to the hall for their lunch at 12.00pm (promptly)
- Year 2 go outside to play at 12:00 and are brought into the lunch hall at 12.15pm
- KS2 go outside at 12.25pm (except the year group who are first in to lunch), where they play until they are called into the hall. This is done on a rotation over the week.
- Children attending sport sessions, and other events may need to have lunch early (teachers/club leaders are responsible for informing the kitchen staff)

End of the School Day:

- KS1 finishes at 3.20pm
- KS2 finishes at 3.25pm

A prayer is shared at the end of the day. This is either one of the school prayers, or children's own prayers.

School prayer – sung

*We thank you father for today
And all the work we've done
For help we have been given
For our learning and our fun.
Amen*

School prayer - spoken

*Bless O'Lord our school
Unite our hearts in love and peace
Help us to listen, learn and understand
That we may grow in your strength and love
Through Jesus Christ our Lord
Amen*

Dismissal

Parents/carers wait outside at the agreed dismissal point until the children are dismissed into their care:

EYFS and KS1 - from their classroom doors.

In KS1 teachers or teaching assistants are responsible for ensuring that children are dismissed into the care of a known adult.

KS2

- Year 3 and year 4 on Zone 3 - the PE tarmac area.
- Year 5 and year 6 on Zone 2 (outside Mortlake road entrance)

Children line up and are dismissed by the teacher/PPA cover adult.

KS2 – It will be assumed that all children will be collected, unless advised of other arrangements by parents/carers. Some parents/carers have completed slips for year 5 and 6 children to walk home on their own (A list can be provided by the office). They are able to walk home on their own all year round, but only to their own house. Children, who are late to be collected, should be sent to the school office.

If you are unclear of the arrangements, you must request that the school administrative team makes contact with the parent/carer.

Teachers leading extra-curricular clubs

Supervision:

- Children must meet, register and be supervised while changing (if necessary), in the space designated for the club

- One adult must remain with children at all times, during the club
- Children are the responsibility of the club leader throughout the time of the club

Dismissal:

- Ensure all children are changed and ready to be dismissed at the correct time
- Ensure all children leave the area together, to go to the dismissal point
- Remain with children until they are collected by parent/carer
- Report, to the office, any children not collected

Attendance:

Registers must be:

- Collected at the start of the club
- Returned to the office at the end of the club
- Completed to record attendance

Kew Kids after school provision

Kew Kids after school club (Tinies) is on site in studio 2. KS1 Children will be collected from their classrooms and KS2 children make their own way to studio 2.

Meetings with parents

In order to build positive relationships with families, teachers are encouraged to be available for informal conversations, at the end of each day for approximately 10 minutes. Teachers should ask for support if a parent/ carer:

- consistently demands attention
- has an ongoing concern
- is abusive or challenging

All complaints should be logged with the designated person in charge.

Collective Worship:

Collective worship, performance and celebration worship are important elements of the school's culture and Christian Ethos. The children are expected to be taught, practise and adopt independently the highest standards of behaviour:

- Entering and leaving the halls, quietly in single file, with hands behind their back
- Listening and sitting still
- Responding appropriately
- Joining in with songs and prayers

Class teachers, and where appropriate the Teaching Assistants, are expected to attend timetabled collective worship to act as role models by participating actively in the singing and prayers

During the academic year teachers are required to produce a class or year group led worship to be performed to parents/carers and the wider community.

All collective worship has opportunities for prayer and reflection including those children who are not of Christian faith.

Parents and families are encouraged to attend year group led worship, other performance assemblies, KS1 birthday bells and Church worship.

Most collective worship starts at 10.15am in order to protect teaching and learning routines at the start of the day. However, the KS1 Birthday Bells (Thursday) starts at 9.00am, so that parents are able to stay at the start of the day.

Monday: Whole School collective worship focuses on the weekly theme and SEAL or may include visits from outside agencies.

Tuesday: Singing worship - whole school

Wednesday: Clergy collective worship is led by Father Nigel or Father Peter (All staff are expected to attend)

Thursday: Key Stage 1 Birthday Bells worship 9.00am

Key Stage 2 Teacher led worship at 10.15am

Friday: Celebration worship –The Queen’s shield for a child in each class is presented, the Good Learning Book is shared and any sporting or other events are celebrated.

Year Group led worship (1 per year, per year group) is usually held on a Friday at 9.10am.

Visits from ex-pupils:

Any ex-pupils from the school may visit after 3pm but only if it has been pre-arranged. Please encourage play dates to be arranged instead.

Staff

New staff complete the school induction and have an appointed mentor to provide information and support in order that they are effective in their appointed role. The mentors and phase leaders act as role models to embody the school’s ethos.

If new staff feel insecure; unsupported, anxious or overwhelmed they should speak to a senior member of staff. This can be done in confidence and supported by a colleague, if desired

Job Descriptions:

These are provided to all members of staff.

Staff INSET:**Teachers:**

Staff INSET is held weekly on a Monday starting at 3.45 pm. A half termly timetable for these sessions is displayed in the staffroom. INSET sessions focus on the vision priorities and areas for development or review. The person who has the main responsibility for the area being discussed will lead the INSET i.e. Subject Co-ordinators. These sessions may also include time for any other business and time for staff to raise any additional issues. All teachers are expected to attend these weekly sessions.

If an INSET session is missed it is the responsibility of the teacher to read any notes and discuss with the person leading the session.

Teaching assistants:

Weekly training takes place for teaching assistants. This is on a Monday and Tuesday during collective worship and break, 10.15 – 10.45am. The session is repeated to ensure everyone can attend.

Staff meetings:

- Weekly staff meetings take place on a Friday morning at 8.15am to go over any matters arising that week. Meetings are either a general staff meeting or a Phase meeting
- All events are put on the electronic school calendar and it is the responsibility of all staff to check the weekly calendar for information, trips etc
- It is the responsibility of all staff to ensure information, amendments, updates etc. are passed to Phase Leaders, Assistant Head, Deputy Head, Headteacher or ICT/Computing coordinator, to add to the calendar
- A whiteboard in the staffroom is updated daily
- All other information (timetables etc.) is displayed on the staffroom notice boards

Support Staff:

Whilst support staff terms and conditions have never entitled them to a mid-morning or mid-afternoon break, the school is happy for support staff, in consultation with the class teacher, to get a drink at a convenient time during the morning.

Dedicated hours:

- Teachers dedicated hours are between 8.30am and 4.00pm on a school day and between 9.00 am and 3.30pm on an INSET day.

- Teachers are required to stay until 5.00pm on a Monday for curriculum development and all staff need to be in school by 8.15am on a Friday for a staff meeting unless otherwise stated in their contract/agreed hours.

Staff absence: (Please see Staff absence policy)

- If you are ill and unable to come into work you should contact the Headteacher as soon as possible and give an indication of how long your absence is likely to last. You should contact the Headteacher (by text message) either the evening before or, at the very latest, **by 7.00 am** on the first day of sickness, so that cover can be organised, (please indicate cover needed i.e. PPA time, lunch duty, trip etc.)
- This text should be followed up by a telephone call to the School (020 8940 3580), on the first day of sickness (before 12:00), to speak with one of the leadership team. This call is to clarify details and likely duration of your absence / doctor appointments etc.
- If the duration of illness is unknown you must contact the school each day before 3.30 p.m. and let the Headteacher know if you will be in the following day in order for arrangements for cover to be made
- The first seven calendar days of an illness are self-certificated; after that a doctor's note is required. If a doctor's note is issued it should be sent to school as soon as possible so that it can be processed
- On return to school you must see the School Business Manager to confirm the dates and information regarding your absence
- You may be asked to see the Headteacher depending on the length and circumstances of your absence

Special leave requests:

If staff need to attend any appointments in school hours, or need to take leave for any other reason, a special leave request must be completed and passed to the Headteacher for approval (where possible, a minimum of 5 days notice is required). If agreed, where possible proposed cover arrangements should be planned and discussed with the leadership team.

Staff Facilities:

All staff are responsible for the care and cleanliness of the kitchen/staff room & PPA room

- The staff room/ kitchen area is intended as a place for relaxation and preparation of personal food and drinks. Coffee and tea making facilities are available
- There is a designated PPA room with PCs (off the library)

In all staff areas, staff should model the school value of respect; everyone is responsible for ensuring that windows are closed, computers and smart boards are switched off, used cups are washed up and all classrooms and communal areas are left tidy at the end of the day.

School Communication:

All school communication must be approved by the Headteacher before distribution. All ParentMail will be generated by the school office/computing coordinator.

All contact via email to parents should be directed through either the info@queens.richmond.sch.uk address or the **class e-mail address** for homework, projects

If a parent gets in contact through the info address, this communication will be sent to you. Your reply should then be directed to the info@queens address and the office will ensure the parents receive it.

A fortnightly newsletter is available on the school website on a Friday evening. Contributions are welcomed and need to be submitted to the IT/Computing coordinator by Wednesday 12.00pm (sports events, trips, curriculum activities, photos - all welcomed)

It is the responsibility of all staff to ensure that the school calendar is kept up to date with events. Details should be passed to Phase Leaders, the leadership team or IT/Computing coordinator to add to the calendar. The calendar should be checked on a regular basis.

Part Time Staff:

Part time staff are encouraged to be in school for the 5 Inset days a year; if any of these fall on a non-working day additional pay may be claimed with prior agreement with the Head teacher.

The Learning Environment

It is the responsibility of ALL staff to:

- Report any health and safety concern regarding the school site
- Care and value the school resources and their safe storage
- Use, care and maintain cleanliness of all shared staff areas
- Set up and maintain a dedicated prayer area in every classroom
- Provide a space for a teaching assistant to keep their work
- Use mugs with lids for hot drinks during school hours. (**No** coffee cups or travel mugs should be left lying around the school)

The Headteacher and leadership team encourage staff to share ideas, knowledge and suggestions on refurbishment, reorganisation and resourcing the learning environment.

The governing body and leadership team actively encourage staff to contribute to the school's vision for the site and the learning environment.

Enrichment and Extra-Curricular clubs

Clubs are managed centrally by the Finance and Lettings assistant. There is a range of extra curricular clubs provided either by school staff or private providers, before school, during lunchtime and after school.

Staff are encouraged to run an after school club using their skills, talents or passions and will be remunerated for this.

All club attendance registers are kept centrally, in the school office.

Registers must be:

- Collected at the start of the club
- Returned to the office at the end of the club
- Completed to record attendance

All club leaders (including staff who lead clubs) are required to read and follow:

- Code of conduct for club leaders
- Specific obligations for extra curricular club leaders (on website)

School Uniform

With logo (Compulsory Items) - All items should be **clearly named** with **full name and class**.

- Red sweatshirt/cardigan
- Red polo t-shirt
- 'Q' PE t-shirt
- Reading Folder (Reception and KS1)
- PE bag

Without logo (Compulsory Items)

- Grey - school trousers/ shorts/ skorts/ culottes/ skirt/ pinafore
- Grey/red/white socks
- Red / grey tights
- Black/red shoes (closed toe, not slip-on or boots)

Summer (Optional)

- Red gingham summer dress
- Red cap (with logo)

PE kit (Compulsory)

- 'Q' red PE t-shirt
- Black or Navy PE shorts/ skorts/ leggings/ tracksuit bottoms
- Black or Navy sweatshirt/fleece (optional)
- Trainers for KS2 - Plimsolls or trainers for Reception and KS1

Items with a logo can be purchased from The Shoe Station, Kew Village.

Jewellery- stud earrings and watches are the only jewellery allowed. Any jewellery worn for religious reasons should be supported by a letter from parents.

Hair- Hair that falls below the top of the collar should be neatly tied back in bunches, ponytails or plaits. No head scarves (unless they are worn for reasons of religious observance) thick head bands, large hair ties or bows are allowed and **No nail varnish/tattoos**.

Sun Procedures:

Sun cream is not allowed in school. Pupils should come to school with their sun cream already applied, which will last throughout the day. Each pupil should have a named water bottle and a sun hat to wear outside.

Policies

All policies are on the school website and in hard copy in the Headteacher's office. It is the responsibility of all staff to ensure they are familiar with them. Copies of the most important policies will be given to you when you start at the school and are also available in the staff room.

Parent helpers

Parent/carer helpers/volunteers are welcome in school. All must have a current DBS which has been completed by the school and also to have completed the school induction for volunteers (on the website). See PA to the Headteacher for an up to date list of volunteers.

It is the responsibility of teachers to check that any parent helpers/volunteers have completed the induction process, before supporting in school

All parent helpers need to read the 'Guide for Adult Parent helpers/Volunteers. All staff must ensure that they have received a copy (available from the school office).

(all documents are on the website under: For Parents – induction for volunteers)

All visitors/parents helpers/volunteers must sign in and out at the school office and wear a visitor lanyard/badge highlighting that they have done this.

Parent helpers may come into school to help children learn their times tables, hear readers, support small group activities, support classes during extra-curricular weeks, special projects, maintaining resources etc.

Younger siblings should not be with parents/carers whilst they are helping.

Parent Staff Association (PSA)

All staff are automatically members of the PSA and are encouraged to attend PSA meetings and support PSA events. The PSA work extremely hard to organise events, which raise significant amounts of money for the school. It is important that staff support these events, as they are of mutual benefit for the school.

Class Reps

Each class has two /three class reps who help to organise parent helpers for trips, food for Christmas parties, Year 6 Leavers book, walkers to church /swimming etc. It is important to identify class reps from the beginning of the academic year in order to best utilise their support. Please refer to the Class Reps job description on the next page for further information of their roles and responsibilities.

Class Rep Role Description:

Theme	Key Points
Communication	<ul style="list-style-type: none"> • Liaise with class teacher and pass on information to parents and carers • Pass on information from the PSA to parents and carers • Keep up to date with events/news at Queen's through the website • Encourage parents to keep themselves informed of upcoming events and issues by using the website (and reminding if required!) • Communicate any important dates for your year group to the class rep coordinator for wider distribution to the class rep group/publishing on the calendar/website
Administration	<ul style="list-style-type: none"> • Establish and maintain an up to date class spreadsheet of parents and carers' addresses, email addresses and contact numbers • Find new class reps for the next year! • Brief new class reps on tasks required and support them as needed
Finance	<ul style="list-style-type: none"> • Collect a contribution from parents at the beginning of the year (amount agreed by class reps, please note not all parents may be able to contribute), this tends to be £15 - £20 per child • Maintain the class fund accurately and securely • Buy gifts/vouchers for teachers and teaching assistants as agreed within your year group (this might include Christmas, Easter, end of year and ad hoc gifts such as wedding/baby gifts), amount to spend to be decided by class reps (we suggest you talk to the reps in the other year group class so your contributions are <i>similar</i> – they do not have to be the same as circumstances will vary between classes) • Use class funds for items for Summer/Christmas fairs if necessary • Pass on any unspent funds to the class reps for the following year and any expenditure records/spreadsheets to ease the transition for the new reps
Fund raising activities	<ul style="list-style-type: none"> • Plan, set up and run cake stalls on the allocated dates • Plan, budget and run allocated stalls and/or activities at the Summer and Christmas fairs (and attend planning meetings) • Contribute to general school fund-raising events (e.g. Comedy night, quiz night) and encourage parents and carers to attend (especially important for Reception Reps)
PSA Activities	<ul style="list-style-type: none"> • Attend PSA meetings (NB at least ONE class rep from each class is expected to attend each meeting) • Gather feedback from parents and carers for wider PSA initiatives as required (e.g. fundraising ideas) • Feedback information from PSA meetings to parents and carers
Social Activities	<ul style="list-style-type: none"> • Arrange social activities for your class, which might include: <ul style="list-style-type: none"> ○ Coffee mornings each term; Christmas party; Drinks evenings; End of year party
School Trips and Events	<ul style="list-style-type: none"> • Organise sufficient helpers for trips and class activities (such as guided reading) as requested by the teacher

School Trips/Journeys

School trips/journeys are encouraged to enhance the children's experience of a specific topic. Each year group should plan for 1 trip/visit per half term. Some school trips and visits need to be planned a long time in advance as they are very popular. Plan ahead so that the time can be used effectively to ensure maximum learning. School trips should be organised by class teachers. The Office Administrator will help with the booking of transport.

- The date of the trip needs to be entered onto the school calendar, as soon as it is confirmed.
- All trip/journey letters or communications should be checked by one of the management team
- A risk assessment must be written for **every** trip/ sports event/match
- The Headteacher, Deputy or Assistant Head must approve risk assessments and a signed copy passed to The School Business manager, prior to the trip/sports event match

The recommended ratio of adults to children is:

Journeys – Category A (higher risk including water)

	<u>Recommended Minimum Ratio</u>
Foundation	1:5
Key Stage 1	1:6
Key Stage 2	1:8

Visits/Journeys – Category B

	<u>Recommended Minimum Ratio</u>
Foundation	1:6
Key Stage 1	1:8
Key Stage 2	1:10

At least one member of staff must be a fully qualified first aider and not assigned to supervise a specific group.

Trips travelling into London should use the London Underground, where appropriate. On these occasions, a higher adult to child ratio is advised, so that children can be monitored carefully on the underground. KS2 1:7/8 KS1 1:6 for either a category A or B trip. Trips into London by public transport should be reviewed in light of the safety advice available at the time and travel options discussed with the leadership team.

***All category A trips** need to have the risk assessments reviewed by the Local Authority Health and Safety Advisor. The review will confirm if the risk assessment is suitable and sufficient. **Four weeks notice** is required for this process. The contact details can be found on the Richmond Education extranet – Health and Safety – School Journeys.

It is required that all parents/carers who are attending a trip have a current DBS check and have completed the school's volunteer induction.

*If for any reason you are taking parents without a current DBS check, this must be approved by the Headteacher, prior to the trip.

Parents/carers should not bring any younger siblings on trips/journeys.

It is the responsibility of the **class teacher** to:

- Complete a risk assessment and have it **checked and signed** by the Headteacher, Deputy Head or Assistant Head, before the visit can take place.
- Take an emergency pupil contact list – (consent slips with parent details)
- Take a school mobile phone, ensuring the contact number is left at the school office
- Ensure that the child/adult ratio is met for supervision and that there are enough parents who have a school DBS and have completed the induction for volunteers, plus a trained first aider.
- Have a general first aid kit, plus individual first aid supplies e.g. inhalers, epipens and any specific medication for the children in the class.
- Organise any school packed lunches with the office and kitchen manager (1 week in advance of the trip).

Health and Safety – Emergency / First aid/ fire

First Aid:

The school has trained First Aiders, both emergency/school first aiders and paediatric first aiders, who provide the appropriate care either in the playground or the office/welfare. A list of all trained first aiders is displayed in the staffroom and the office.

A First Aider is available in the school office until 4.30pm and in the playground during break and lunch times. During break times children should be directed to the first aider in the playground, however, if more serious medical attention is needed, or a first aider is not available, then children should be taken to the main office.

There is a defibrillator on site and all staff are trained annually in the use of Epipens.

- Teachers are expected to use discretion and common sense when deciding whether a child should leave a lesson to seek first aid advice/treatment in welfare

All accidents in the playground are recorded in the file kept in the first aid trolley. Any child bumping their head will have a sticker and letter to go to the parent/carer.

Any serious accidents are reportable to the Headteacher and an accident report form needs to be completed.

Emergency:

The emergency cards listed below are displayed in every room in the building:

- A Red emergency card - adult assistance required immediately
- Green Anaphylaxis cards - EpiPen needed (an ambulance will be called)
- Green Emergency card – First aider needed

In an emergency the card should be taken to the school office, by either another adult or a sensible child, with the details of **Year group/ class / location / child's name**

Special medical needs:

- Care plans are written for all children who have allergies or special medical needs
- Copies of these and any medications are kept, in labelled boxes, for each year group in the cupboard in the Reprographics room
- Medical and welfare needs are managed by PA to Headteacher

Administering medication

All staff should refer to the Administering medicines in School policy.

Fire:

It is a requirement that all staff have familiarised themselves with the fire procedures and know where the nearest call points are for each classroom they teach in, the closest fire exit and the meeting point. The fire alarm is automatic, however, in the event of the alarm not sounding, all adults are responsible for breaking the fire glass to initiate the alarm. Fire drills are held each term to ensure that everyone is aware of the correct procedures.

If the fire alarm rings:

- Leave the building immediately
- Check all children have left the room and door is closed
- Use the closest emergency exit
- Assemble on zone 3 tarmac area
- Line children up in register order
- Check class number and take register (class list given to each teacher)
- Do not re-enter the building until it has been confirmed as safe

Health and Safety:

The HSE poster is displayed in the staffroom, setting out the responsibilities of the employer and employee. It is a requirement that all staff read this and as part of their induction will be asked to sign that they have familiarised themselves with the contents of the policy and to follow the practices outlined in it. Any accidents should be reported to the school office.

Safety and Security:

All staff are responsible for ensuring:

- Fire exits are kept clear (corridors/studio) particularly when setting up performances, PE equipment etc.
- Fire doors are kept closed (when not in the classroom)
- They sign in and out at the main office
- Lanyards are worn at all times
- Fobs are used to exit/enter internal doors
- That all visitors have signed in and are wearing ID
- That any padlocks to gates are secured after exit/entrance

Admin Team – Roles and responsibilities

School Business manager – Reports to the Head Teacher (All-year-round)

- Finance within the school including the school budget
- Preparation of monthly payroll
- Daily management of the caretaker
- HR Administration, including the administration for Payroll
- Maintenance of staff records on Integris
- Staff attendance management
- Pupil and workforce censuses
- Management of the school premises, working in partnership with the Head teacher and the Governing body
- Line management of office staff

PA to the Head Teacher – Reports to the Business Manager and the Head Teacher

- PA to the Headteacher
- Management of the Admissions process in liaison with the Headteacher/governors
- Management of the Disclosure Barring Service (DBS)/Single Central Registers
- Volunteer induction register
- Welfare & first aid (First Aider) including:
 - Maintenance of care plans
 - Special diets
 - Medical risk assessments
- School travel plan

Front of House and Administration Assistant

- Welfare & first aid (First Aider)
- First face of the school to parents, visitors and pupils
- Parentmail communications and reconciliation of payments
- Booking of transport and packed lunches for school trips
- Co-ordination of school lunches, school milk and fruit
- Co-ordination of breakfast club booking and payment
- Attendance registers and monitoring
- Monitoring and maintenance of general stationery supplies
- General housekeeping (e.g. refreshments for meetings)

Finance and Lettings Assistant

- Welfare & first aid (First Aider)
- Day-to-day school finances, preparation of purchase orders, invoice payments and bank reconciliations (N.B. the school does not hold any petty cash)
- Management of extra-curricular clubs
- Management of lettings of the school site

Resources (including class based, school based and fittings)

- Resources are purchased centrally to ensure age appropriate and equity of provision
- Curriculum resources are ordered by subject leaders/phase leaders, in discussion with teachers, from the delegated curriculum budget
- Premises related resources e.g. furniture, are ordered by The Finance/lettings Assistant in agreement with the Headteacher

It is the responsibility of the staff member to provide all relevant information and to follow the school procurement procedures available from The School Business Manager.

Glossary

Child: Refers to all young people who have not yet reached their 18th birthday

Child protection: Refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance, in respect of those children who have been identified as suffering or being at risk of suffering harm.

Parent/carer: Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding: Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development;

ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Staff: Refers to all those working for or on behalf of the school, full time or part time, in either paid or voluntary capacity.

Whistle Blowing: This is when staff are concerned about the conduct of a colleague towards a child or adult. All staff must remember that the welfare of the child is paramount; the School's Whistle Blowing Policy informs staff how to raise concerns or allegations. All concerns about poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the Headteacher should be reported to the Chair of Governors.