

Duke Street Primary School



Staff Handbook
2009 / 2010

GENERAL INFORMATION FOR ALL STAFF, SUPPLY STAFF AND STUDENTS

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Mission Statement

Duke Street Primary School aims to provide an opportunity for all children to experience a balanced curriculum and to develop academically, morally, physically and socially according to their own capabilities and needs, in a well-balanced and friendly atmosphere in which every child, member of staff and parent feels valued.

Duke Street Primary School aims to:

- ❑ **provide pupils with a secure, caring and stimulating learning environment,**
- ❑ **promote self-discipline, moral values and self-esteem,**
- ❑ **set challenging yet realistic goals in order to allow each child and member of staff to reach his or her full potential,**
- ❑ **encourage an enthusiastic attitude to learning through a well-balanced and varied curriculum.**
- ❑ **work in partnership with parents to provide the best *for* each child in order to get the best *from* each child.**
- ❑ **learn from each other, learn with each other and learn on behalf of each other as part of a networked learning community**
- ❑ **offer colleagues an enjoyable, positive and welcoming environment in which to work, fostering team commitment and the well-being of all within our school community**

Principles for Learning and Teaching

At Duke Street we will:

- **set high expectations and give every learner confidence they can succeed**
 - raise learner's aspirations
 - secure the active support of parents in their children's learning and encourage children to extend learning beyond school
 - demonstrate a commitment to every learner's success, making them feel included, valued and secure

- **establish what the children know and build on it**
 - set, share and display learning objectives, explaining them and making every learning experience count
 - create secure foundations for subsequent learning

- **structure and pace learning experiences to make them challenging and enjoyable**
 - include visual, auditory and kinaesthetic activities
 - set up classroom environments which encourage children's independence
 - provide opportunities to solve problems
 - make creative use of range of learning opportunities available, within and beyond the classroom, including ICT

- **inspire through passion for the subject**
 - bring the subject alive
 - value contributions from the wider community
 - make it relevant to the learner's wider goals and concerns

- **make individuals active partners in their learning**
 - promote reflection and evaluation with regards to how they learn and what they have learned
 - build respectful teacher-learner relationships that take learners' views and experience fully into account
 - use assessment for learning to inform subsequent planning and practice

- **develop learning skills and personal qualities**
 - develop the ability to think systematically and manage information,
 - learn with others, from others and help others learn

School Times

Key Stage 1

Morning Session 1:	8.55 am - 10.30 am.
Morning Session 2:	10.45 am - 11.55 am.
Afternoon Session 1:	12.55 pm - 2.00 pm.
Afternoon Session 2:	2.15 pm - 3.15 pm.

Key Stage 2

Morning Session 1:	8.55 am - 10.45 am		
Morning Session 2:	Y3/4 11.00 am - 12.10pm	Y5 / 6	11.00 am - 12.25pm.
Afternoon Session 1:	Y3/4 12.55 pm - 2.15 pm	Y5 / 6	1.10pm - 2.15pm
Afternoon Session 2:	2.30 pm - 3.15 pm.		

Morning School

Pupils should not arrive in school before 8.45 am.

Pupils stay in the playground until a whistle is blown by the duty teacher at 8.55 am promptly. They stand still and quiet. A second whistle is blown for children to make their way into class lines. Children will walk into school in an orderly manner. Parents of reception pupils may accompany their children to the classrooms, but we discourage this practice in other year groups to ease the traffic flow.

In severe weather conditions, but only after 8.45, the children maybe allowed into school, to make their way sensibly to their classroom

Registration is taken in all classrooms. In each register there is a copy of details of how to mark the register. Registers are marked with black pens. The completed register sheet is sent to the school office and returned at dinnertime. Registers must, by law be completed at the beginning of the day and the beginning of the afternoon.

Playtimes

The playtime duty rota is displayed on the staff room notice board. Each member of staff will receive a copy of the rota.

Play Areas

For safety reasons, the following areas are **out of bounds**:

- The steps up to the main block near the library
- The area beyond the black gates between the annexe and the shed.
- The ramp to the main block
- Bark areas where shrubs are planted
- The lawned areas when it is damp

Ball games, using appropriately soft balls can be played in the old playground as long as children are mindful of the safety of other children in this play area.

Buddies supervise the use of other play equipment and are responsible for setting up and clearing away.

The outdoor classroom is designated as a quiet area for children to sit in and chat.

Lining Up Routine (playtimes)

The teacher/s on duty will knock on the staff room window to give a two minute notice of the end of playtime.

One of the duty teachers will blow a whistle. The children should stop playing and stand still. A second whistle will sound for the children to join their class lines.

Staff will collect the children and escort them to their classroom.

Accidents at Playtime

If a child is injured during playtime, a teacher on duty must send the child, accompanied by a Prefect or another teacher on duty (depending on the seriousness of the injury) to the staff room for treatment by the first aider. They should ensure that the (HS1) accident book is filled in, if appropriate. The class teacher

should also be made aware of the injury as this may affect the child during the rest of the day. An injury slip should be completed and sent home, if a child gets a knock to the head or is more seriously hurt.

Behaviour at Playtime

In cases when a child has become upset at playtime because of an unpleasant incident, the class teacher should be made aware of what has happened. Please refer to the behaviour policy.

Snacks

As part of our health education policy, pupils are not allowed to bring sweets or crisps to school unless it is part of a packed lunch and this should only be eaten in the dining hall. Pupils may bring fruit into school.

Wet Playtimes

Wherever possible, pupils should be given the opportunity for outdoor playtime, but in cases of heavy rain or snow the teachers on duty will decide whether playtime should be indoors. If this is the case contact will be made to inform the teachers. Class teachers should regularly brief pupils about what they can and cannot do at wet playtimes. Generally, pupils should be encouraged to engage in a quiet, sitting down activity. Class teachers will stay with their own class.

Lunchtime Organisation

Unless the children have written permission from their teacher, children should be outside at lunchtime. Reception children eat first and are brought to the hall by their class teacher or nursery nurse. Key Stage 1 are next, then Lower Key Stage 2, followed by Upper Key Stage 2.

At certain times of the year, it may be possible for indoor lunchtime activities to be supervised by welfare assistants in designated areas, usually the library.

Supervision

Two members of teaching staff will be on duty at lunchtime on a rota basis. The duty teacher is responsible for the welfare and safety of pupils at lunchtime. They will be supported by a team of welfare assistants, who provide the overall supervision of

pupils. The remaining school staff are not on duty at lunchtime. A rota of who is on duty is on display in the staff room and the junior hall.

Children must not be allowed to stay in a classroom at lunchtime unless supervised by an adult.

Queuing for Lunch

Diners are called in by class from the playground by welfare assistants. The children will queue quietly outside the hall. Small numbers will then be allowed to collect their meal.

Pupils are taught about a balanced diet and the kitchen staff will help pupils to *choose a balanced meal*. Welfare assistants on duty in the dining area encourage children to eat the food they have chosen with good manners.

Packed Lunches

All children, eat their packed lunch in the hall. From Year 2 upwards, lunchboxes are stored on trolleys which are taken by welfare assistants to the hall just before the dinner break and returned to the corridors after dinner break. Welfare assistants on duty encourage children to eat the food in their lunch box with good manners. If a class teacher is aware that a child has forgotten their packed lunch, parents may be contacted or arrangements made via the school office for a school meal to be provided. The duty teacher will make these arrangements if the pupil does not realise that she/he has forgotten it until lunch time.

Hygiene

All children should have washed their hands before entering the dining areas at lunchtime.

PALs / Buddies

Selected Year 5 and Year 6 children are trained as Buddies to play games with and look after younger children. The children undertake these duties on a rota basis and are supported by designated welfare staff.

Behaviour at Lunchtime

Pupils are encouraged to move carefully and talk quietly in dining areas. If spillage occurs welfare assistants will deal with the problem. They will also assist younger

pupils to carry trays etc. Pupils are encouraged to display good manners to each other. Wherever possible, welfare assistants will praise good manners.

Each welfare assistant will be given some lunchtime award stickers which they can give out to pupils who display good manners and who are helpful and courteous. Class teachers should recognise pupils who are given an award and credit them with a house point. In unfortunate cases of persistent poor behaviour, welfare assistants should report the incidents to the duty teacher. If appropriate, this should also be reported to the class teacher to follow up.

It is important that children are not allowed to go inside at lunchtime as they are not supervised. The only exceptions being:

- To go into the dining room for their lunch.
- To use the toilet (located near the hall)
- To hang up or collect clothing.
- To go to clubs.

No child should leave the school grounds for any reason unless with their parents or a nominated person. Prior agreement should be made with the class teacher. The duty teacher should be informed if a child is being collected at lunchtime. No unauthorised person is allowed in the playground. It is the responsibility of all teachers and welfare assistants to approach any strangers in the playground and ask them to report to the school office to obtain a visitors badge. As the gates are now locked it is highly unlikely that anyone can get in this way.

Should children run off the premises, do not follow them in the first instance. Watch to see where they are heading; it is usually to the front gate and rarely any further. Inform the duty teacher immediately. Children will be encouraged to return to the safety of the building in a gentle and caring manner. Under no circumstances should the child be chased, as this usually results in them running further away from the safety of the school. The child will subsequently be counselled to discover the reasons for their behaviour and their parents will be informed.

The class teacher is responsible for notifying the duty teacher if they have given permission for a child to remain inside during lunchtime, e.g. to complete work. Individual supervision is not available, so the children should work at the tables outside the staff room.

End of Dinner time routine.

A welfare assistant will blow a whistle. The children should stop playing and stand still and quiet. On the second whistle they will walk to their class line in an orderly manner. Welfare Assistants will escort the classes back into school to the classroom.

Wet lunchtimes

Wherever possible, pupils should be given the opportunity for an outdoor lunchtime, but in cases of heavy rain or snow, the duty teacher will decide whether there should be an indoor play. Class teachers should regularly brief pupils about what they can and cannot do at wet lunchtimes. Generally, pupils should be encouraged to engage in a quiet sitting down activity. Class teachers must stay with their class for the first five minutes of a wet lunchtime and allow pupils to go to the toilet.

When all pupils have returned to their classroom, the welfare assistants will circulate the classrooms in the junior department and stay with their class in the infant department.

The rota for welfare assistants will be on the staff room notice board. Pupils should not leave their classrooms without the permission of a welfare assistant.

Use of scissors, or other sharp objects etc, is not allowed at a playtime or lunchtime unless a teacher is present.

If bad weather starts during lunchtime, the welfare assistants will blow the whistle and escort the pupils to their classrooms.

Accident / Illness Procedure

A list of First Aiders, trained to deal with accidents, is displayed in the staffroom.

First aid boxes are located in the headteacher's office, the secretary's office, the deputy head's office, hall, annexe and staff room. The school secretary needs to be informed when stocks are low. Accidents must be written in the appropriate first aid book, usually an HS1 form (located in Headteacher's office) will be completed.

If a child is ill during the day, the class teacher should make adequate provision for the care of the child by asking the school secretary to contact a parent. If a child

becomes ill during lunchtime, the welfare assistant will consult with the duty teacher if necessary.

All known bumps to the head area (treated with a cold compress) are reported to the class teacher to ensure continuous observation. The class teacher will inform parents or a nominated person at the end of the day. An injured pupil should take a head bump form home. These are available from the school secretary.

If a child has a "toilet accident" parents should be contacted immediately for them to collect their child. A senior member of staff should be informed so that a decision can be made what supervised cleaning up of the child is appropriate at that stage.

Children who are waiting to be collected should be supervised, in the entrance area to await collection.

Procedures in Case of Fire

Full details are on the emergency procedures notes (see Appendices 1 and 2) and on the notices in each room. Staff should read these notices.

An emergency drill notice is posted in areas around the school. Staff will have read these notices and be familiar and comfortable with the drill. Should the siren be heard, please ask your children to get up and walk out through the nearest door to the playground and line up. The school secretary will take the registers out to the assembly point in the playground. The teachers will then check, using the register, to ensure that everyone in their charge has vacated the building. The teachers should check the toilets and cloakrooms. All adults are responsible for closing doors and windows on exit, where appropriate. Each term a fire drill will take place.

Kitchen

All kitchen staff will vacate the kitchen and assemble on the football club car park and not return until informed by senior staff that it is safe to do so.

Discipline and Behaviour

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, *all* members of staff are collectively responsible for ensuring that *all* pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions. Aim to '*catch children being good*'!

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner, condemning the *behaviour* without humiliating or "putting down" the child. In this environment, most children will respond more co-operatively and with less resentment than if they were constantly being criticised for any negative behaviour. Speaking in a calm but firm way is imperative.

Praise should be used as a reward, together with the giving of house points. These should be given out for good behaviour, not just for producing work of a high standard.

Particular effort and commendable behaviour will also be recognised at Friday morning's assembly with Pupil of the Week certificates and House Point certificates. Children who have no crosses on their behaviour chart are rewarded with golden time.

However, some pupils will still need to be disciplined for persistent poor behaviour and our aim should be to teach them that there are consequences, if they deliberately ignore the code of good behaviour, which the majority of pupils maintain in school. The stages of sanctions are as follows:

Consequence 1: Verbal warning

Consequence 2: Time out in class

Consequence 3: Time out elsewhere (usually a neighbouring classroom) for a short period of time.

Consequence 4: Indoor supervision (being kept in at break with a member of staff on indoor supervision, following which a letter is sent home)

Consequence 5: Child sent to headteacher or deputy headteacher.

Consequence 6: Parents requested to see headteacher or deputy headteacher (See Behaviour Policy for more details). 'Serious incidents' should be reported to the Headteacher and a 'serious incident' form filled in.

Class teachers, duty teachers and the headteacher at lunch and play times should keep a record of poor behaviour. Any incidents of rudeness, harm to another person or their property, or deliberate defiance should be recorded.

The End of the Day

All pupils are dismissed at 3.15 pm. Staff will ensure that the children leave school in an orderly manner. Staff should be available at this time of the day to talk with parents, if required. In the main building children should leave school by the appropriate door at the end of the corridor by the library or by the "ramp" door onto the playground. They must not leave by the main entrance which leads to the pavement.

Children in the reception classes will be lined up inside the reception outdoor play area and will be released to parents when they arrive. Parents are to inform the class teacher in writing or by phone (with the use of the child's personal password) if their child is to be collected by a different person. Children in the remaining classes in the new wing will line up in their classrooms before being escorted to the steps in an orderly manner where their parents will wait to collect them.

On occasions it may be necessary to keep pupils behind to tidy up or discuss behaviour. This should be kept to a minimum as parents may be waiting.

Because of the risk of any kind of false allegations against a teacher, it is not advisable to keep a pupil in the classroom on their own. It is recommended that you also ask another child to stay behind to help tidy up etc.

Timetables/Rotas/Memos

A list of timetables rotas and memos will be found on the staff room notice board.

Timetables

Assemblies (for Lower and Upper school)

Hall

Planning Preparation and Assessment time (PPA)

ICT suite

Library

Use of shared areas for small group work

Rotas

Playground duty

Lunchtime duty

Hymn practise

First Aid - Location of first aid materials, names of first aiders

Welfare Assistants dining hall/playground

Welfare Assistants duty for wet playtime.

Planning, Preparation & Assessment time

In accordance with statutory obligations teachers are allocated non-contact time for the above purposes. Cover for staff is provided by a Higher Level Teaching Assistant. (HLTA)

The School Office

Security

All visitors and adults helping in the school should complete the visitor's book in the school office on their arrival and departure. Should an emergency occur, we will then know who is in school and where they are. Visitors will be given identification to wear whilst they are on the premises. Visitors should sign out on leaving the premises. If a member of staff observes someone on site not wearing a visitors badge they should politely ask who they have come to see. Suspicious circumstances should be reported immediately to the Headteacher, Deputy Headteacher or nearest available senior member of staff.

Secretary

The school secretary is employed from 8.30 am to 4.30 pm, Monday to Friday. Please try to allow a reasonable amount of notice for the work you want to be completed. Photocopying should be done by teaching assistants.

The School Diary

The school diary is kept in the secretary's office. Please notify the secretary of educational visits or courses you are attending. A staff information sheet is completed every Thursday with details of the following week's events and placed on the staff notice board. A staff memo is sent out to staff and e-mailed where possible for the week ahead.

Photocopier, Laminator and Binding Equipment

The main photocopier which is housed outside the school office is available to all staff, who have their own code to use. Laminating and binding equipment are to be found in the office. If staff remove either machine, please remember to return them after use. **Photocopying where possible should be done in black and white as colour copying is much more expensive, even if there is only one bit of colour on a page**

Ordering Resources

Order forms are sent out at the beginning of each financial year and may be completed during the year. Each class teacher is responsible for ordering their general stock items. Subject leaders are responsible for ordering specific items for their subjects. Each subject area allocation will be prioritised at the beginning of each financial year. The resources will be prioritised, based on the school's foreseen needs. **No orders can be made after February half term until the new budget is set in April.**

Parental Assistance in School

Parents' help in the school is most valuable, whether they are working with a small group of children or in an ancillary capacity. If a parent is working with children, it is essential that both the teacher and parent are very clear about what the parent is to do with the children. A booklet entitled "Support in the Classroom" is available to give to all helpers.

Most parents will approach their child's teacher and are usually found to have a specific interest which they can share with a group of children. As a general rule, we do not encourage parents to help in their own child's class, although this depends very much on the dynamics of the relationships involved.

Parent helpers should be aware that they are in a position of responsibility and that they must respect issues of confidentiality. They should not talk about individual pupils to third parties outside school. They are invited guests of the school.

All parent helpers in school are subject to (Criminal Records Bureau (CRB) clearance.

Curriculum Planning / Record Keeping / Target setting / Tracking

Short term plans are handed to the headteacher or subject leaders as requested.

Copies of half-termly plans should be put in the relevant file in the staffroom to enable subject leaders to have an overview of the school's work in their subject. A brief termly overview should also be forwarded to the school secretary for distribution with a newsletter at the start of the term.

Photocopiable blank planning sheets are stored in a file in the office. A file is kept in the staff room showing one copy of every type of sheet used for planning.

Target setting is an integral part of the way we work at Duke Street. Layered curricular targets are set for English and Maths. Specific targets are set for individual children and these are shared with children and parents. The progress of children is monitored carefully through, work scrutiny, pupil conferencing, lesson observations and through a brickwall tracker which enables staff to track the progress of children as they move up the school from Reception to Year 6.

TILA /WILF

Teachers use objective led planning and teaching to deliver the curriculum. Expected outcomes are communicated to the children using our TILA and WILF characters. TILA (Today I'm Learning About) provides a focus title which explains the objective/content in a child friendly manner.

WILF (What I'm Looking For) gives specific guidance to the children at the outset of a lesson regarding what the teacher is looking for in the children's work, and can also be used to provide the next step activities at the close of a lesson. Each classroom has TILA and WILF boards.

Code of Conduct

This code applies to all adults who work within the school in any capacity, paid or as a volunteer.

Children are learning all the time and it is therefore important that we model behaviour that is of the highest calibre. Children will be watching you as you work and move around the school. They will copy you, and may talk about you to others outside of the school.

We expect all adults to comply with this code of conduct at all times

When we communicate with others we will:

- Use a positive statement rather than a negative one so that children can learn what we expect of them in any situation,
- Use a calm tone of voice at all times, to explain something to or instruct the children, so that they can follow our words without feeling threatened or uncomfortable,
- Avoid using sarcastic words or phrases as these demean children and prevent them from developing high self-esteem,
- Demonstrate through our conversations with children and adults, and by our responses, that racist or sexist language and attitudes and swearing are never acceptable,
- Communicate respectfully to, and about, other adults at all times, even if we disagree with them.

As professionals we will:

- Maintain confidentiality about anything that we see or hear in the school, so that parents and children can trust us, and as a way of showing respect to our fellow professionals,
- Work as part of a team, contributing as well as learning from others and helping to build up a strong workforce so that we can provide the best possible learning opportunities for the children,
- Treat everyone we come into contact with as professionals, with respect,
- Dress appropriately for work, so that we set a good example for the children and to show that we are here to work. (Denim is not considered appropriate, even for trips, nor are trainers, unless specifically worn for sports activities)

To uphold the statutory requirements of working with children we will:

- Work within the schools' policies and practices, so that what we do is consistent with what has been agreed between all members of the staff and the governors,
- Follow the school's guidelines on dealing with the children, with particular regard to policies and practices about behaviour and discipline,
- Keep up to date with the guidelines for child protection, know what to do and who to report to if anything occurs,
- Maintain confidentiality about children, their families, home circumstances, medical conditions, work behaviour and progress.

Responsibilities

Some members of staff are responsible for the development of at least one curriculum area. Each subject leader has an allocated budget to spend on their area. Subject leaders maintain a file for their subject including an action plan for each of their areas of responsibility.

Departmental Responsibility

Early Years / Key Stage 1: Mrs Sarah Ridley

Key Stage Two: Mrs Jackie Roby

Subject Areas

English: Mrs Jackie Roby

Mathematics: Mrs Sarah Ridley

Science: Mrs Janet Anderson

ICT & Design Technology Mrs Nicola Worth

Art: Mrs Kerry Lonsdale

History /Geography: Ms Helen Wrigley

Physical Education: Miss Frances Goodwin

Primary Modern Languages: Mrs Pauline Curwen

Other Areas of Responsibility

Religious Education: Mrs Elizabeth Wilding

Personal, Social & Health Education

SEAL / Nurture Development: Mrs Jackie Roby

Staff Development: Mr Andrew Kidd

<i>Student mentoring/Staff Induction:</i>	Mrs Sarah Ridley
<i>Primary Secondary Liaison</i>	Mrs Jackie Roby
<i>Health and Safety:</i>	Mr Andrew Kidd
<i>Educational Visits:</i>	Mrs Lorraine Nicholls
<i>Staff Information:</i>	Mr Andrew Kidd/Mrs Lorraine Nicholls
<i>Extended Schools provision:</i>	Miss Nikki Hilton
<i>Special Educational Needs:</i>	Miss Nikki Hilton
<i>Child Protection:</i>	Miss Nikki Hilton / Mr Andrew Kidd
<i>School Council:</i>	Mrs Joan Quinton
<i>Teaching Assistants:</i>	Mrs Jackie Roby
<i>Welfare Assistants:</i>	Mrs Sarah Ridley.
<i>Assessment:</i>	Mrs Sarah Ridley
<i>Performance Management:</i>	Mr Andrew Kidd / Mrs Sarah Ridley / Mrs Jackie Roby
<i>Finance and Premises:</i>	Mr Andrew Kidd

Resources

Audio Visual Equipment and Computers

All classrooms have interactive whiteboards. The timetable for using the ICT suite is fixed to the door of the suite and available in the staff room.

Curriculum Resources/Equipment

Each individual Scheme of Work gives details of the location of all curriculum resources. All equipment should be returned at the end of every term. It is the responsibility of the Subject leader to monitor the borrowing and returning of resources.

P.E. Equipment

Small equipment is stored in small containers in the PE store adjacent to the hall. Some outdoor P.E. apparatus is still stored in the outdoor P.E. shed. The key is kept in the office. Please ensure that all pieces of apparatus are put back tidily.

Children should have change of clothes for P.E and games sessions. Jewellery will not be worn and long hair needs to be tied back. The recommended P.E. clothing is as follows:

White T-shirt, Navy shorts, Black pumps.

Display Boards

Display in class rooms is the responsibility of the class teacher. Details are to be found in the art policy. The boards in the hall are prepared on a whole school theme agreed by staff. The themes change regularly.

Teaching Assistants

Teaching assistants support the teacher in the classroom and give help. They are deployed throughout the school and placed where there is perceived to be the greatest need. They work under the supervision of the headteacher or other senior designated staff.

Special Support Assistants (SSA's)

Learning support members of staff work alongside teachers in the classrooms supporting the children who either have a Statement of Special Educational Needs, or who have additional funding through Enhanced School Action Plus ESAP, or who have been identified as needing extra support and are on the S.E.N. Register. Both the class teacher and SSA's should be clear about what is going to take place in the classroom and time should be set aside at the beginning and end of each session for planning and feedback. Their timetable is managed by the special educational needs co-ordinator (SENCO).

Uniform/Clothing

We encourage all pupils to wear school uniform, although this is not compulsory. Pupils who are not wearing uniform should not be pinpointed, as we feel it is their parents' responsibility for how they dress their children for school.

The uniform is as follows:

Boys:

Polo Shirt
Sweatshirt
Trousers
Shoes

Girls:

Polo Shirt
Sweatshirt
Pinafore skirt/trousers
Shoes
Summer Dress

Organising a School Visit or Journey

Please consult with Mrs Nicholls, the educational visits co-ordinator (EVC), before planning any trip.

*Trips involving children being in contact with farm animals or being near water, , require Governing Body approval. Once this approval is obtained it has to be forwarded to the Local Authority **6 weeks before the trip takes place.***

The booking of visits and transport is usually done by the school secretary. When working out the cost of such a visit the extra adults that need to be taken should be accounted for.

The ratio of adults to children for a particular age group should be checked. In any letter to parents requesting money it must be asked for in the form of a voluntary contribution. Please allow sufficient time for the letter to be prepared and to give parents sufficient notice.

The kitchen will prepare packed lunches for those pupils who would normally have a school meal on the day of the trip. You must also remember that the kitchen needs to be informed at least two weeks prior to the date of the visit.

Before a journey or a visit out of school is arranged, staff should have made themselves familiar with both the county guidelines and the school policy on educational visits. The visit should be well planned in terms of practicalities and some clear learning objectives should be identified. Wherever possible the teachers

should have made a preparatory visit. Permission should also be sought from the headteacher whenever children are taken out of school grounds for any reason. Check the school diary to make sure the planned date of the trip does not clash with other events and then record the provisional date in the diary. The school secretary will help with reliable coach companies, insurance and with drafting letters to parents. A full costing should be made. When all financial and administrative arrangements have been made, the letters can be sent out requesting a contribution and parental consent (please refer to the charging policy).

Communications with the Parents and Governors

Parents - General

A weekly newsletter is sent to parents every Thursday. If a teacher wishes to have something put in the newsletter it should be submitted in writing to the headteacher by Wednesday.

Any other proposed letters to parents must be cleared by the headteacher before distribution.

A mutually convenient appointment for a later time or date should be made if a detailed discussion is required with the teacher. The headteacher or deputy should be informed of such meetings where appropriate.

Home / School Agreement

We encourage all parents (and children in K.S. 2) to sign this agreement when they start at Duke Street Primary School. A copy of this is available in the office.

Parents Evenings

Parents Evenings are held twice a year (Autumn and Spring terms). A letter of invitation is sent out to parents stating a date and optional times. Each individual teacher draws up their own timetable liaising with the teacher of any siblings. A five minute block is allocated for each consultation. It provides an opportunity for teachers to inform the parents of the child's progress and behaviour and for parents to inform teachers of relevant factors affecting the child. In the autumn and spring parents' evenings, written targets are produced and shared with parents/children.

End of school year progress reports are written about each pupil in accordance with statutory requirements and sent out to parents at the beginning of July. Parents are

invited to make individual appointments with teachers if they feel it necessary to discuss aspects of the report.

Informal meetings during the year are often beneficial to the child and member of staff alike. Whenever there is a concern about a child's behaviour or progress, parents should be informed about this.

Communication with Governors

Communication with governors will normally be at a regular meeting through the Headteacher or the teacher's representative on the governing body. A list of governors can be found in appendix 4 .

Parents Association

The school has a parents association which meets regularly to arrange fund raising and social events. Decisions for the available funds are arrived at after consultation with the headteacher and members of staff. A list of committee members is can be found in the school brochure.

Assemblies

Assemblies are very much part of the school day and provide an opportunity to enhance the community life and atmosphere of the school.

All teaching and non-teaching staff are expected to be involved when the children are performing in assembly. If any member of staff would prefer not be involved in an assembly on religious grounds, then they may discuss this with the Headteacher.

Staff will only be asked to stay in hymn practice on a supervisory rota basis, except on Thursdays and Fridays when all staff should attend for class assemblies and the Good News assembly respectively. Parents of children participating are invited to attend class assemblies.

The assembly timetables for is displayed in the staffroom and each classroom

Please try to ensure that the children arrive for assemblies promptly and in silence. They should stand in class groups and listen to the music whilst waiting for the assembly to begin. At the end of the assembly they should leave the hall in silence when asked to do so by the assembly teacher.

Appendix 1

Duke Street Primary School

Fire Precautions

The sounding of the fire alarm will be the normal sign to warn of an outbreak of fire and the following procedure must be strictly adhered to:

- 1) All classes must evacuate the building immediately in a quiet and orderly manner.
- 2) Classes should leave the building via the nearest exit and **line up in the main playground. In the new wing classes should leave through the door leading directly to the covered area.**
- 3) **In the event of fire being between rooms then classes must use the nearest alternative exit, following the green exit signs. In the event of a fire occurring in the evening or when the shutters are down, follow the exit signs and go to the main playground or football club car park.**
- 4) Teacher must check that no child is left in the room.
- 5) Registers must be taken out by the secretary and the class roll called as soon as possible - the result of the check being reported to the headteacher.
- 6) If time permits the last class or person out of the building must close any doors that are open.
- 7) From the hall the exit is onto the playground from the fire exits at either end of the corridor or out through the rear door and onto the football club car park
- 8) Fire extinguishers are located at the following points:
Main Building: Outside secretary's office, in the hall, outside library, outside deputy head's office, top and bottom of new corridor and in all the classrooms in the new wing.

A fire drill will be held once each term when the above procedures must be adhered to.

Appendix 2
Information for Supply Teachers, Parent Helpers & Students
Daily Organisation

Welcome to Duke Street. These notes will hopefully tell you all that you will need for a productive and happy stay with us. Other more detailed information can be supplied on request and is included in our staff handbook.

Enjoy your time with us! Our staff will always be happy to help you. If you are having difficulty with a temperamental photocopier, just ask another member of staff who will cheerfully assist you in giving it a good healthy kick!

- 8.45 am.** Pupils begin to arrive on the premises.
- 8.55 am.** School begins.
- 9.10 am.** Pupil is marked late after this time. Packed lunches taken to infant hall on trolleys
- 10.30 am (R-Y2)** Play time - all children in play areas at rear of school.
10.45 am (Y3- Y6)
- 10.45 am.** Children collected from playground
11.00am (Y3-Y6) Duty teacher blows whistle to end break:
 1st whistle - the children to be still and silent,
 2nd whistle - the children walk to their lines on the playground.
 Class teachers to be on playground for their children line up in front of them
- 11.55 am.(Inf)** Lunchtime starts
(12.10 for Y3/4 12.25 for Y5/6)
 School lunches eaten in the junior hall. A welfare assistant will blow a whistle to call classes from the playground.
 Reception children are brought over to lunch by their teacher or a nursery nurse.
 A welfare assistant will call children on packed lunches in to eat, when appropriate.
- 12.55 pm.** Start of afternoon school for Infs/ Y3/4) Welfare Staff to bring in
1.10pm Start of afternoon school for Y5/6) from playground
 Afternoon registration.
- Afternoon break: 2.15 - 2.30 R-Y2 2.30-2.45 Y3-6**
- 3.15 pm.** End of school. Children released into parental supervision from classroom.

Appendix 4
Duke Street Primary School - Governing Body

Name	Type of Governor
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Mr Peter Whittle	Co-opted
Mr Robert Sage	Co-opted
Mrs Joan Quinton	Co-opted
Mr Nigel West	Co-opted
Mrs Marsha Nightingale	Parent
Mrs Melissa Abbott	Parent
Mr Peter Sturgess	Parent
Mr Steven McLoughlin	Parent
Mrs Angela Lowrie	Parent
Mrs Christine Toward	LEA
Mr Paul Lowe	LEA
Mrs Sandra Harrison	LEA
Mrs Sarah Ridley	Staff
Mrs Lorraine Nicholls	Staff
Mrs Elaine Haddon	Staff
Mr Andrew Kidd	Head

Appendix 5

Parents Association - Committee Members

Chair Person: Mrs Carol Duckworth

Vice Chair: vacancy

Secretary: Miss Dee Maple

Treasurer: Mrs Eleanor Robinson