



Staff Handbook

Academic Year 2016 -2017

for

St Peter's Church of England Primary School

Staff Handbook

1. Introduction	1
2. Mission Statement and Ethos of the School	3
3. Governing Body and Leadership	3
4. School Times and Staff Meetings	4
5. St Peter's Team	5
6. School Strategic Improvement Plan	6
7. Staff Code of Conduct	6
8. Probation and Staff Induction	7
9. Dress Code	8
10. Confidentiality and Disclosure of Data	8
11. The Curriculum	9
12. Performance Management	9
13. Annual Leave and Absence from Work	10
14. Health and Safety	12
15. Planning, Preparation and Assessment Time	12
16. D.B.S.	13
17. Whistleblowing / Grievance / Disciplinary	13
18. Parents	13
19. Equality and Diversity	14
20. Child Protection	14
21. Communication with Children	15
22. Physical Contact	15
23. Other activities that require physical contact	16
24. Intimate / Personal Care	16
25. Behaviour Management	16
26. Sexual Conduct	17
27. One to One Situations	17
28. Home Visits	17
29. Transporting Pupils	17
30. Educational Visits	18
31. First Aid & Medications	18
32. Photographs	18
33. Behaviour Policy	19
34. Reporting Absence – Children	19
35. Marking Policy	19
36. Handwriting Policy	19
37. Collection of Money	19
38. Purchasing	19
39. Data Protection	20
40. Fire Procedures	22

1. Introduction

Welcome to St Peter's Church of England Primary School.

This handbook is relevant to all staff working in the school. It is not a comprehensive list of every school aim, policy or procedure but outlines the key principles of the school and provides guidance on where to find more details on policies, which you will need to be aware of, as well as expectations and requirements about your working life at the school.

This handbook forms part of your induction to the school. In the event of any apparent inconsistency, the underlying policies and procedures of the school shall prevail.

2. Mission Statement and Ethos of the School

St Peter's Mission Statement

At St Peter's School we offer a broad and balanced curriculum, which inspires and captures our children's imaginations.

We aim to provide a warm, caring and stimulating atmosphere supported by Christian values where individual talents are nurtured, developed and celebrated.

Engaging in partnerships with the Church, our parents and the local community enables us to achieve this.

St Peter's School Ethos

Church of England schools like St Peter's were founded because of the Christian ethos of Service and a commitment to Serve and to Love lies at the root of everything we do. Whether or not our children and staff are practising Christians, St Peter's exists for you, our community. We are not a 'faith' school that is here to serve the Anglicans in this parish, rather we are a living expression of a Christian commitment to serve and to nurture.

3. Governing Body and Leadership

The Governing Body has overall responsibility for the school in terms of strategic direction, educational achievement, financial and people management and operations, including staffing structures. The Governors are responsible for determining and implementing school policies and procedures and making key decisions about the overall running of the school. Many of their responsibilities are delegated to the Headteacher and Senior Leadership team (Key Stage 1 Leader, Key Stage 2 Leader, SENCo and Finance Manager).

The Headteacher meets regularly with the Governing Body to report on school progress, highlight issues requiring Governor's attention and to make recommendations about the school. Governors are expected to scrutinise the information available to them and use it to make decisions relating to the school and its resources.

The Headteacher, with reference to the Governing Body, has responsibility for the management of people within the school. The Headteacher is likely to make most of the day-to-day decisions relating to staff management, though matters raised for appeal are normally referred to a panel of Governors. Governors are responsible for determining the school's staffing structure and complement, and any significant changes in the school's human resources, such as reorganisations of the staffing structure, are authorised by the Governing Body before implementation.

Staff Handbook

Mrs Debbie Etherington - Chair of Governors

Mrs Helen Tynan - Vice Chair

Mrs Nicola Craig – Headteacher

Details of the full Governing Body and their responsibilities are available on the school website

<http://stpetersaylesford.kent.sch.uk/>

4. School Times and Staff Meetings

The school day provides a weekly teaching time of 23 hours and 40 minutes for both KS1 and KS2. The curriculum is planned in such a way that it is delivered over 38 weeks.

The school building is open at: 7am to 6pm Monday – Friday.

The core working times for teaching staff are: 8.15am to 4.15pm Monday to Friday. Staff should keep the Headteacher informed about any other employment they take up whilst working at the school.

Staff are entitled to an unpaid break of at least 20 minutes when working for at least six hours.

INSET DAYS

All teaching staff are required to attend all In Service Education and Training (INSET) days.

Support staff will be paid as appropriate when it is relevant for them to attend.

Admin staff are required to be in school for all INSET days.

SCHOOL TIMES FOR CHILDREN

08.40am	Registration
08.45am – 9.00am	Assembly
10.30am – 10.45am	KS2 Morning break
10.45am – 11am	KS1 Morning break
12 noon – 1pm	Lunch
1pm	Registration
3pm	End of the School day

All children are escorted into the playground for collection unless they are attending the Afterschool Wrap-Around Care in which case they will be collected by one of the nursery's helpers. Staff holding after school clubs will take a register. If a child is to be collected by someone other than their regular guardian their parent/carer must have informed the school either by letter or a note in their child's contact book or by telephone. If this is not the case a member of staff must contact the parent before allowing the child off the premises.

Staff Meetings

Teacher meetings are every Wednesday starting at 3.15pm.

Staff Handbook

Senior Leadership Team (Key Stage 1 Leader, Key Stage 2 Leader, SENCo and Business Manager) meetings are held on a Tuesday fortnightly.

It is expected that all staff will contribute towards discussion and should respect the opinions expressed by others. All staff should endeavour to maintain a supportive professional atmosphere at meetings, encouraging open and constructive discussions. All staff are expected to uphold the decisions taken at meetings.

Anyone not able to attend a meeting must send their apologies to the Headteacher.

5. St Peter's Team

Headteacher:

Mrs Nicola Craig

Teachers:

- Mrs Dee Stone (Year R) Early Years, DLO
- Miss Emma Matthews (Year 1) Computing Lead
- Mrs Gemma Robinson (Year 2) Literacy/DT Co-ordinator, SLT
- Mrs Nadya Christou (Year 3)MFL
- Mr Kieron Eastwood (Year 4) Maths Co-ordinator, Behaviour Management, SLT
- Mrs Jane Shemilt (Year 5) RE and Science
- Mr Mitchel Holt (Year 6) PE Co-ordinator
- Special Needs Co-ordinator: Miss Claire Henning SLT
- Mr Jonathan Kitching Music

Higher Level Teaching Assistants (HLTA):

- Mrs Wendy Baker
- Mrs Lisa Maloney

Teaching Assistants (TA):

- Mrs Allison Bennett-Warrener (1:1)
- Miss Harriet Brunger (1:1)
- Mrs Pia Goemans
- Miss Olivia Hendricks (1:1)
- Mrs Deborah Kalaichakis
- Miss Brooke Newby (1:1)
- Mrs Shirley Nannes (1:1)
- Miss Hannah Price
- Mrs Gayle Rein
- Mrs Julie Wood (1:1)
- Miss Alison Hale

Admin Staff:

- Business Manager: Mrs Anne Cooper
- Office Manager: Mrs Sarah Atkinson
- Office Assistant: Mrs Laura Moisan

Midday Meal Supervisors:

- Mrs Pia Goemans
- Miss Olivia Hendricks
- Miss Hannah Price
- Mrs Tina Sparks
- Miss Brooke Newby
- Mrs Harjinder Towers

Site Manager

- Mr John McCrann

Cleaner:

- Mrs Ann Battell

6. School Strategic Improvement Plan

Please ensure that you read both the three year and one year plan

7. Staff Code of Conduct

All staff have a leadership responsibility towards pupils and to each other by setting high standards of work, offering professional support and encouragement to colleagues and pupils alike, putting forward ideas and observations and contributing towards the supportive school ethos.

All staff, whether working directly with children or not, are employed to contribute to the creation of a safe, stimulating and appropriate learning environment, in which children can thrive; follow good examples and feel secure. Staff not employed to work with children are equally responsible for interacting appropriately with children and are required to refer to any issues linked to the children to be relevant teacher(s).

The behaviours and standards expected of all staff include:

- Having the physical and emotional wellbeing of all children at the very core of their work.
- Carrying out all work in line with school policies, particularly the child protection safeguarding and behaviour policies that relate to children's wellbeing.
- Staff who have received the Team Teach training are the only ones allowed to handle a child. For more information go to <http://www.team-teach.co.uk/>.
- Not carrying out actions towards children as a consequence of losing one's temper or another emotional reaction.
- When socialising with members of the school community doing so in a professional way.
- Always keeping relevant colleagues informed of work with individual children.
- Reporting to a member of the SLT any conduct of a child, staff or other person that gives cause for concern about child safety.
- Understanding and acting in accordance with the school's Complaints Policy and the Confidentiality and Disclosure of Data (see section 10)
- Treating all others (colleagues, pupils, parents, visitors) with respect at all times.
- Acting honestly.
- Using school funds appropriately and report any concerns to SLT immediately.
- Adhering to the Health and Safety Policy.

- Dressing appropriately (see section 9 – Dress Code).
- Practicing equal opportunities at all times.

8. Probation and Staff Induction

Probation

All new members of staff (excluding qualified teachers) are subject to a probationary period of six months, during which time performance against the requirements of the post is assessed. If performance is unsatisfactory during the probation period it may be extended, or the employment terminated with one week's notice, without recourse to the school's disciplinary or capability procedures.

Newly Qualified Teachers

The period of induction for a full time NQT is normally one academic year: for a part time NQT the period is calculated pro-rata.

The induction programme consists of an individualised programme of inter-related monitoring, support and assessment, opportunities for development, formal assessments, and a timetable of 90% of normal, average teaching time.

Details of the induction arrangements are available from the Headteacher.

Induction

St Peter's ensures that all staff receive an appropriate induction to the school.

This includes but is not restricted to:

- "Meet and greet" with school colleagues, Headteacher and Chair of Governors.
- An introduction to the school premises and facilities.
- Information about the post and expectations of the post holder.
- Provision of Staff Handbook and guidance on where to source the school's policies and procedures.
- Provision of a mentor to a new member of staff.

Details of the staff induction checklist is provided in Appendix 1.

9. Dress Code

School staff should be well presented and appropriately dressed at all times, setting a positive example to the pupils. If we want parents and children to treat us as the professionals that we are, then the clothes we choose need to reflect this. Staff should exercise professional judgement when deciding what to wear during the course of a school day, as an example this should **NOT** include jeans or denims. Staff clothing must remain appropriate and suitable. Clothing which could be perceived as unsuitable such as short, revealing, tight garments are therefore not acceptable for work. It is also not acceptable to wear clothing that overexposes parts of the body e.g. stomach, chest etc. or clothing that is transparent.

For reasons of safety staff must always wear suitable footwear that allows easy and safe movement for all activities in the school, flip-flops are not considered to be appropriate footwear and should not be worn in school time.

Identity badges should be worn at all times.

Staff Handbook

Staff should wear suitable clothing for Physical Education activities but change back into smart, casual wear when this has finished. Please note your P.E. kit should allow ease of movement whilst maintaining your modesty.

10. Confidentiality and Disclosure of Data

A clear understanding of confidentiality is a part of the expected professional makeup of all staff. The basic principle is that the detail of any member of staff's work connected to the school is strictly confidential within school, unless the Headteacher has advised otherwise.

Staff come into contact with a significant volume of data and information in relation to pupils, staff and school activities. There is an obligation to read and to observe the requirements of the Data Protection Act 1998. Staff should not disclose sensitive information about the school, its employees or pupils to other parties. As a church school it is likely that staff may be friends with parents and people who live locally. In all such relationships it must be clearly understood that there are aspects of your work that cannot be discussed even "off the record". Please be especially aware of this when using social media sites.

Parents are entitled to all details about their own child's work, behaviour and wellbeing except in extreme child protection cases and these you would be advised of. Only the relevant class teacher or member of SLT should pass on this information. Parents should not be given details on the progress or well-being of other children by any member of staff.

If a parent or any other person approaches you for information relating to the school stating they have a right to this information under the Freedom of Information Act, they should be advised that any such request should be made formally under the Act and be addressed to the Headteacher.

Staff are informed of strategic decisions that relate to the school before parents, but such decisions are strictly confidential in school until staff are informed otherwise. It is for the SLT to decide when this information should be released to the parents e.g. who will be teaching their child in the new school year. The school's website will provide up to date information and the weekly newsletter will also include details at the relevant time.

All staff are expected to act in an open and transparent way that would not lead any reasonable person to suspect their actions or intent. Staff are in a position of trust and have a duty to protect young people from harm, discrimination and maintain appropriate boundaries. It is important for staff to avoid behaviour that might be misinterpreted by others in order to protect both young people and themselves.

Staff should be particularly aware of this when using social media sites and are advised not to mention any school related matter over this type of forum. It is also not considered appropriate for a member of staff to accept a pupil, past or present, or current past or present pupils family as a "friend" when using social media sites or chat rooms for their own personal use. Breaches of confidentiality which are traced back to individual staff could lead to disciplinary action up to and including dismissal.

Staff are required to read and understand the school Child Protection Policy and E-Safety Policy. These can be found on the website and the school shared drive.

11. The Curriculum

St Peter's is a happy, caring school. Visitors often compliment us on the positive atmosphere within the school, something we value greatly as we know children learn best when they are happy.

We aim to provide as wide a curriculum as possible and have implemented all subjects in the National Curriculum. Staff have specialisms and interests covering all areas of the curriculum and they work together to achieve a well-balanced education for the children. The achievement of high standards, social training, good manners and learning to live happily together are all important facets of the school.

12. Performance Management

Performance management is an essential tool to help provide staff with appropriate support for their career development. Staff are expected to regard their own continued professional development as an essential requirement that will further the aims of the school including the School Strategic Improvement Plan.

Key aspects are agreeing objectives: identify training and development needs: considering pay progression and career development. Staff performance will be assessed through observation, feedback from colleagues and a review of achievements throughout the year. The Headteacher using the feedback from the member of staff involved, has devised target expectations and regularly evaluates these. Performance review meetings will be held by the 31st October. Teachers and teaching assistants will be at the same time as detailed in our Pay and Reward Policy.

Performance management arrangements for teachers are underpinned by the Teachers' Standards, however at St Peter's we believe that the same standards are applicable to HLTAs and TAs as the education of the pupil is and must always be the first concern for all staff that work within the classroom.

Teachers' Standards provide the backdrop to discussions about performance and future development.

The Standards are:

- 1) Set high expectations which inspire, motivate and challenge pupils.
- 2) Promote good progress and outcomes by pupils.
- 3) Demonstrate good subject and curriculum knowledge.
- 4) Plan and teach well-structured lessons.
- 5) Adapt teaching to respond to the strengths and needs of all pupils.
- 6) Make accurate and productive use of assessment.
- 7) Manage behaviour effectively to ensure a good and safe learning environment.
- 8) Fulfil wider professional responsibilities.

The full Teachers' Standards document can be found on www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standard_s.pdf. A standard job description for your post will be issued when appointed, this will be discussed subsequently, along with your relevant roles and duties during appraisal.

Poor Performance

Any performance problem will be discussed with the member of staff initially on an informal basis, with the aim of providing support in order for the employee to reach the required standard. If the informal measures are not successful, performance management will follow the formal Capability Procedure. The aim of the Capability Procedure is to bring about an improvement in staff competence. However failure to reach and maintain the required standard with adequate support and in a reasonable timeframe may result in dismissal.

13. Annual Leave and Absence from Work

Annual Leave

Teachers

Teachers are employed to work over the 38 weeks of the school terms and inset days, there is NO entitlement to take annual leave during term time.

Support Staff.

Staff on term-time only contracts are employed to work during term time and their pay includes an element for their holiday entitlement. The holiday entitlement for full time staff depends upon the grade and length of service, please refer to the Blue Book. This entitlement will be pro-rata for part time staff.

All Staff.

There is no entitlement to take annual leave during term time. Any exceptional request for leave during the school term should be submitted to the Headteacher for consideration with the Governing Body and authorisation. A form can be obtained from the Office.

Absence from Work.

Sickness Absence – Absence Reporting Procedure.

Please call the Headteacher on [REDACTED] to speak with her. It is not acceptable to report sickness absence by text message or e-mail, but if the Headteacher is not available a voice message can be left with the school office 01622 717335. Staff are requested to advise of their absence as early as possible to allow the school to arrange suitable cover.

On returning to work after an absence of less than seven working days staff will be requested to sign a sickness form outlining their reason for absence. If the period of time is longer (or estimated to be) then a GP certificate should be sent as soon as possible.

Return to Work Meetings

Staff should expect to attend a return to work meeting with their manager after a period of sickness absence of one week or more. The interview is an opportunity for the member of staff to discuss the reason for their absence, submit their GP certificate, to advise the manager about their health, any support they require and whether their condition is likely to result in any further absence, whether through sickness or medical appointments. It is also an opportunity for the employee to be briefed about relevant school information they may have missed.

Entitlement to Sick Pay

Teachers' sick pay is based on the teacher's length of service and is determined by the provisions within the "Burgundy Book".

The Burgundy Book can be sourced at www.teachers.org.uk/node/7984.

Sick pay for support staff is based on length of service and the provisions within the "Kent Scheme Terms and Conditions of Employment".

Kent Scheme Terms and Conditions of Employment can be sourced at:

http://www.kent.gov.uk/__data/assets/pdf_file/0019/12574/Kent-Scheme-terms-and-conditions.pdf

Medical Appointments

Medical appointments should be booked outside working hours wherever possible. Any request to leave during working time should be authorised in advance by the Headteacher, who may grant this on a paid or unpaid basis or require the time to be worked in lieu. A form can be obtained from the office.

Family Friendly Policies

Full details of maternity/adoption/paternity and parental leave can be found on the Sps website.

Personal Leave

Staff have a right to take up to ten days off work to deal with an unexpected domestic crisis. This is at the Headteachers discretion.

Flexible Working

If you have a child under 17 or have caring responsibilities for an adult you may have a statutory right to request flexible working. Staff should submit their request in writing to the Headteacher. Any request will be considered in the context of balancing the individual's needs and the school's requirements.

Other Leave

Employees are entitled to paid leave in order to carry out jury service or other public duties e.g. Governorship. All allowances must be claimed from the relevant body e.g. the judicial court and should be reimbursed to the school.

In exceptional circumstances, leave for other purposes may be granted by the Governing Body on a paid or unpaid basis.

14. Health and Safety

Health and Safety is of the utmost importance in the working environment. Staff should read the Health and Safety Policy and give the highest priority to their own safety and the safety of pupils, colleagues and visitors.

Staff are responsible for their own safety and that of others and must use common sense to avoid/minimise hazards. If a hazard becomes apparent but cannot be dealt with immediately then the Site Manager, John McCrann must be informed: his log book is kept in the school office so items/requests can be noted.

Staff should select appropriate dress and footwear that is fit for their work in the school and use facilities that are provided for safety such as handrails on ramps or stairs (setting a good example for children at all times). Risk assessments are key to safety and should be carried out before any nonstandard activities or external visits.

Emergency procedures: fire, accidents and first aid are advertised throughout the school and all staff are briefed of the procedures at their induction. Fire drills take place three times a year and staff should acquaint themselves with the nearest alarm points to where they are working. Lock down drills will also take place.

All equipment must be used for the purpose it was provided e.g. tables and chairs should not be stood on, fire extinguishers used to prop open doors etc.

Details of the school Health and Safety Policy are on the shared drive and the school website.

15. Planning, Preparation and Assessment Time (PPA)

All teaching staff are entitled to 10% of their teaching time for planning and preparation. Note; newly qualified teachers in their first year receive an additional 9% non-contact time for professional development.

PPA is normally taken fortnightly on a timetabled basis in conjunction with the other staff who may cover their class.

Staff Handbook

Occasionally PPA may have to be postponed due to circumstances beyond the school's control. In these situations the school will endeavour to reschedule within the same week, if this is not possible payback will be arranged.

Teachers should keep an overview of a child's progress in a subject covered in PPA time as part of their overall knowledge of the child.

16. DBS

Staff

It is a requirement for staff that will be employed in the school to provide details and documentary evidence to enable the admin staff to carry out a DBS (Disclosure and Barring Service, formerly CRB) check as part of the recruitment process.

Volunteers / Parents

Who have unsupervised, frequent or intensive contact with children must also provide details and documentation for the admin staff to carry out an enhanced disclosure check. This contact can be as little as one hour a week, four days or more in a month, or overnight e.g. a one-off residential trip.

Volunteers or parents who undertake other one off contact such as helping on Sports Day do not require a DBS but adequate supervision must be in place.

17. Whistleblowing / Grievance / Disciplinary

Whistleblowing

Staff have the right to raise concerns about the school under the Public Interest Disclosure Act 1998. St Peter's nurtures a free and open culture and any member of staff who raises a concern to the Chair of Governors or Vice Chair will be reassured of their protection from victimisation, harassment or retribution of any kind. Please read St Peters 'Whistleblowing Policy'.

Grievance

If a member of staff has a complaint to make about an incident or another member of staff they should inform their line manager. If it is not possible to resolve the complaint informally the school's Grievance Procedure should be followed.

Disciplinary

Disciplinary procedures may be invoked in cases of alleged misconduct or failure to comply with school regulations / policies / procedures or terms or conditions of employment

18. Parents

We value a close partnership with parents and the community. The three way link between home, school and the child is crucial to the child achieving their maximum potential. By working together we can ensure a happy, successful primary school career. We value the support of parents and offer a range of activities to strengthen our partnership.

Parents are expected to support their children with home learning activities and there is an expectation for teachers to ensure this is upheld.

Staff must respond positively to parental requests for meetings, but should make it clear that these should normally be by appointment. Any member of staff experiencing difficulty with a parent, or who is concerned about a parent's conduct towards them should speak to a member of the SLT.

19. Equality and Diversity

The Governing Body, Headteacher and all staff have a responsibility to ensure that fair and objective practices are carried out within the school, in accordance with equalities legislation and best practice.

Recruitment and selection methods at St Peter's ensure that the most suitable candidate is selected without bias or prejudice and staff who are involved in recruitment process receive appropriate training.

20. Child Protection

At St Peter's all staff have a duty to ensure the physical, mental, educational and emotional wellbeing of children. Unfortunately pupils can be subject to Child Sexual Exploitation (CSE) If you're worried that a child is being abused, you may notice unusual behaviour e.g. withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, problems sleeping, eating disorders, wets the bed, soils clothes, takes risks, misses school, changes in eating habits obsessive behaviour nightmares, self-harm or thoughts about suicide.

If you have any concerns about a particular child you must refer this to the SLT and / or the Designated Lead Office, Nicola Craig or Assistant DLO, Dee Stone.

Other potential concerns may include:

Female Genital Mutilation (FGM). Symptoms that may be a sign include several notes excusing a girl from P.E., lengthy time in toilet, pain when walking. Sometimes a request for an extended holiday especially in countries that use this practice, may alert staff.

NSPCC FGM Helpline 0800 028 3550

Radicalisation and Extremism. Prevent is a government initiative to keep children and young people safe and within the law. It is not about restricting political or religious views but promoting the realisation in children and young people that any action should be taken in a non-extremist way.
<https://www.gov.uk/government/publications/prevent-duty-guidance>

More information on all of the above can be found on www.kelsi.org.uk.

<https://www.nspcc.org.uk> or call NSPCC 0800 028 0285

The following is taken from "The Guidance for safer working practice for those working with children and young people in educational settings" For the full document please go to <http://www.rrecruitment.com/wp-content/uploads/2016/04/Guidance-for-Safer-Working-Practice-October-2015.pdf>

21. Communication with children (including the use of technology)

In order to make best use of the many educational and social benefits of new and emerging technologies, St Peter's pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself. Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.' Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable. Staff should, in any communication with children, also follow the guidance in section 7 'Standards of Behaviour'. Staff should adhere to their establishment's policies, including those with

regard to communication with parents and carers and the information they share when using the internet.

22. Physical contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should therefore, use their professional judgement at all times. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the manager and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (the LADO). Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny.

23. Other activities that require physical contact

In certain curriculum areas, such as PE, drama or music, staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil. Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer. It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

24. Intimate / personal care

At St Peters Schools we ensure that the health, safety, independence and welfare of children is promoted and their dignity and privacy are respected. Arrangements for intimate and personal care should be open and transparent and accompanied by recording systems. Pupils are encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, should include times left and returned. Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the individual pupil's care plan. The views of parents, carers and the pupil, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements. Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

25. Behaviour management

Corporal punishment and smacking is unlawful in all schools and early years settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Where pupils display difficult or challenging behaviour, adults should follow St Peter's behaviour and discipline policy using strategies appropriate to the circumstance and situation. Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate. Senior managers will ensure that St Peter's behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

26. Sexual conduct

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age (Sexual Offences Act 2003: abuse of a position of trust) and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust. Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material. There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed.

27. One to one situations

Staff working in one to one situations with pupils at St Peter's, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly. Arranging to meet with pupils from the school away from the work premises is not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

28. Home visits

All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. At St Peters we have a policy for home visiting.

29. Transporting pupils

In certain situations staff or volunteers may be required or offer to transport pupils as part of their work. As for any other activity undertaken at work, the employer has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks (See also <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>) Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. A designated member of staff, Mrs Sarah Atkinson is appointed to plan and provide oversight of all transport arrangements.

30. Educational visits

Mrs Sarah Atkinson is responsible for organising educational visits. Staff at St Peters School should be familiar with the Department for Education's advice on Health and Safety available at <https://www.gov.uk/government/publications/healthand-safety-advice-for-schools> Guidance is also available from the Outdoor Education Advisers' Panel <http://oeapng.info/>

31. First Aid and medication

At St Peters the qualified first aid staff members are Deb Kalaichakis, Emma Mathews, Harriet Brunger, Dee Stone and Hannah Price. Advice on managing medicines is included in the statutory guidance on supporting pupils at school with medical conditions. In circumstances where a pupil needs medication regularly, this would usually be recorded in their individual healthcare plan. This provides details of the level and type of support a child needs to manage effectively their medical condition in school and should include information about the medicine to be administered, the correct dosage and any storage requirements. After discussion with parents, children who are competent should be encouraged to take responsibility for managing their own medicines and procedures. This could include for example, the application of any ointment or sun cream, or use of inhalers or EpiPens. If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead. Adults taking medication which may affect their ability to care for children should seek medical advice regarding their suitability to do so and providers should ensure that they only work directly with children if that advice confirms that the medication is unlikely to impair their ability to look after children. Employers are also responsible for managing the performance of their employees and for ensuring they are suitable to work with children. Risk assessment is likely to recommend that staff medication on the premises must be securely stored and out of reach of children at all times.

32. Photographs

Please note any photographs taken in school are not placed on the school website, newsletter or printed publications without the parent's consent.

- We do not use the personal details or full names (which means first name and surname) of any child in a photographic image, on video/DVD, on our website, in our prospectus or in any of our other printed publications.
- We do not include personal addresses, emails, telephone numbers, fax numbers on video, on our website, in our prospectus or in other printed publications.
- If we use photographs of individual children then we do not use the full name of that child in the accompanying text or photo caption. If we use the full name of a child in any text then we do not use a photograph of that child to accompany the article.
- We may use group photographs or footage with general labels, such as 'making Christmas decorations'.
- We will only use images of children who are suitably dressed.
- We will discuss the use of images with children in an age appropriate way to role model positive behaviour.

This consent can be withdrawn by parent/carer at any time by informing the school in writing at any time.

33. Behaviour Policy

Please read the Behaviour Policy for St Peter's School Aylesford

34. Reporting Absence - Children

Should a child not attend school and no parental contact has been made to explain the absence it is the duty of the teacher and office staff to follow this up and check the reason for non-attendance.

If a child appears unwell and the teacher feels he/she should be sent home it should be referred to a member of the SLT for a final decision.

35. Marking Policy

Ensure schools marking policy is read and adhered to.

36. Handwriting Policy

Ensure schools handwriting policy is adhered to.

37. Collection of Money

Any money bought in by pupils should be in a sealed envelope with the child's name and reason for payment on the front. If possible all such payments should be passed, unopened, to the Office.

Occasionally money is collected directly from children (e.g. non-uniform days). Names of the children who have paid should be ticked off on the class list provided by the Office. The money and marked list should be returned to the Office.

38. Purchasing

All members of staff are responsible for ensuring there are enough supplies in the cupboards. If you notice something is running low or you use the last item e.g. paper for the photocopier, laminating pouches etc please let the office know.

Any items to be purchased on behalf of the School should, wherever possible, be purchased by the School, as all purchases have budgetary and VAT implications. Due regard must be given to "Best Value" at all times.

Personal credit or debit cards must not be used for the purchase of items for the School. The school will only reimburse authorised purchases which have been made using cash. Under no circumstances should staff use personal loyalty cards to earn points or bonuses when purchasing goods to protect against accusations of fraud.

In the first instance reference should be made to the Headteacher or, in her absence, the Business Manager for authorisation before any item is purchased. A "Stock Requisition Form" for items to be purchased from KCC Supplies or a "Purchase Order Form" for items to be purchased from other suppliers must be completed and passed to the Business Manager for action. The Business Manager and Administrator hold Corporate Cards and are able to buy items over the Internet.

In the rare circumstance that items cannot be purchased centrally, and personal procurement is authorised, a "Payment Requisition Form" is to be completed and a receipt attached to claim reimbursement from the School. The Payment Requisition form should be given to the Business Manager to action.

Once goods are delivered, items must be checked immediately against the delivery note and any discrepancies notified to the supplier. The Office will normally conduct this action and items must not be taken until they have been checked off. The delivery note should be signed to signify checking and passed to the Business Manager.

39. Data Protection

Information held by the School, such as names and addresses, learning outcomes, behaviour records etc, whether on paper or electronic systems, is covered by the Data Protection Acts. We have a duty to ensure all personal information we use is lawfully and fairly obtained and relevant for the specific purposes for which it is held. The release of information to an unauthorised person or the use of information for an unauthorised purpose can constitute a criminal offence under Data Protection legislation.

Information Security Guidelines. Here are some guidelines to bear in mind when considering information security:

Transfer of disks containing personal data – some dos & don'ts:

- Unless it is absolutely necessary, don't do it.
- Do you have the consent of the data subjects and have you informed the data subject what this data being used for?
- If personal data is to be copied to disk a senior member of staff should carry this out.
- Is the information encrypted or at least password protected?
- Ensure that the recipient will treat the information with the appropriate care once they have received it.
- Disks should not be put in the post but must either be sent by a trustworthy courier service or a member of staff should travel with them and hand them to the person they are going to.
- The envelope the disk travels in should be secured and marked confidential and this delivery should require signed proof of receipt.

Staff Handbook

- The recipient must guarantee that the information is securely disposed of at the end of its use.

If you are “archiving” information somewhere else in your own building (or in an outbuilding) make sure that the door can be locked and that the key is kept locked away. Anyone accessing the room should sign for the key. Where possible, there should be a file tracking system where anyone borrowing items from the “archive” room must make a note of what they have taken.

All paper-based personal information should be kept in lockable filing cabinets, which are kept locked when the room is unattended. Personal information should not be left on your desk where anyone could see it. You might need to consider restricting access to offices in which personal information is being worked on or stored.

Personal information held on computer systems should be adequately password protected. Information should never be left up on a screen if the computer is unattended. Make sure that you don't have shared passwords to systems (or share personal passwords with other members of staff) and that all members of staff log off the computer when it is left unattended. Where possible personal information should not be sent by e-mail as its security cannot be guaranteed. Never send personal information in the text of an e-mail; if necessary make sure that the information is in a document preferably password protected, attached to the e-mail. When sending personal information by fax ensure the fax machine you are sending it to is a “safe haven” one (a fax machine in a secure or constantly manned area). If it isn't the personal data must be removed before sending.

When sending land-mail through either the internal or external postal system, make sure that the information is in a sealed envelope. If sending personal data externally it should be sent using the recorded postal service, which means it must be signed for and that there is an audit trail to trace its whereabouts. When using children or other members of staff to transport personal information around the school make sure that the information is in a sealed envelope or file. If files need to be taken off the premises they should be secured in a lockable box or briefcase and put in the boot of the car. Any items containing personal information (e.g. laptops, PDAs, briefcases etc) should not be left in a car on open view.

Records should not be left in the boot of a car overnight or for any extended period of time. Once you have taken the records from the car please make sure that they are not left on general access in your home. Put them out of sight in a secure environment.

- If using a home computer (or laptop) to process personal information ensure you have up-to-date virus protection software installed. No other members of your household should have access to the computer or the information contained on it. Any documents produced should be stored onto disk and not to the hard drive.
- Be careful of giving out personal information over the telephone; invite the caller to put the request in writing. If the request is urgent take the caller's name and switchboard telephone number and verify their details before responding.
- Do not discuss other people's personal business in public areas where conversations can be overheard by people with no right to know the details of the information.
- Document how any transfer of personal data is made and where applicable obtain a signature upon dispatch and receipt. If there was a breach of the legislation and the data holder was found to be negligent the Information Commissioner has the power to impose fines or enforcement action on the school.

Most importantly you should not use information which comes to you through the course of your work for personal gain or benefit, or pass it on to others for the express purpose of gaining benefits, as this could be interpreted as fraud.

40. Fire Procedures

On finding a fire – shout '**FIRE! FIRE! FIRE!**'

Set off the nearest fire alarm - see buildings plan

On hearing the shout or hearing the alarm, walk away from the fire to the **SCHOOL ASSEMBLY POINT**;

In the Lodge- leave the building by the safest exit and line up on the playground outside of Mount Pleasant, AC to advise the office of fire. Children in Mount Pleasant to remain inside.

In Mount Pleasant- children to leave building by safest means of exit and line up outside of The Lodge on the playground, SA to advise The Mount Pleasant children of fire.

If the fire is not in the building that you are occupying remain inside.

If at lunchtime the bells will be set in both buildings and children to line up outside of opposite building.

Any staff members leaving school during lunch break must let the office know and at any other point during the day.

On fire cards the number of children and the adults present must be written each day.

At all times: Act quickly, walk in single file silently and listening to instructions. Leave personal belongings. **DO NOT** attempt to tackle the fire

The Office. Office personnel should collect: the gate keys, the registers, the grab bag and ensure the fire brigade is called.

Arrival at the Assembly Point

When the school children arrive at the assembly point, teachers should do a head count to check the correct number are present. Teachers will be handed registers on arrival at the assembly point and the children should be registered as normal by asking children to respond clearly to their names. If any person is missing, the Headteacher must be informed immediately. The last person to leave the classroom and school building should ensure that doors and windows are closed. Miss Price to check KS1 Toilets, Anne Cooper to check Upstairs Lodge Toilets, KE check stock cupboard, Sen room and Mount Pleasant Toilets

Person Responsible for calling the Fire Brigade; AC if in The Lodge and SA if in Mount Pleasant

Person Responsible for letting the other building know; As above

Person Responsible for Moving Vehicles; Deborah K

Person responsible for meeting the fire brigade- HeadTeacher.