

In An Emergency

First Aid

First Aid boxes are located in the staffroom, the entrance hall and in each classroom. There is an accident book to be completed to report any injuries and a letter to parents to explain what has happened. This is particularly important in the event of a bump to the head. It is always a good idea to involve a member of staff who is First Aid Trained. ***A list of Qualified First Aiders can be found on the wall in every room.***

Evacuation

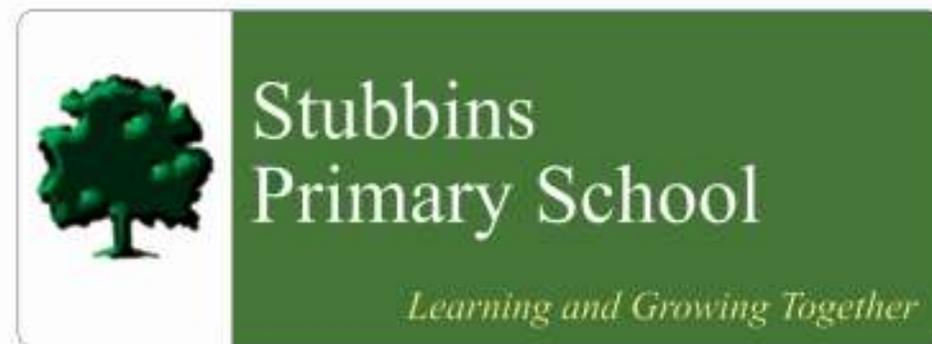
Fire Alarms: If the fire siren sounds, you must ensure that the children in your care leave the building by the nearest available exit and assemble on the Junior Playground. In the event of a serious fire, children will then be taken to a 'remote' assembly point.

Lockdown

If the school bell rings continuously, all staff and children are asked to go into their classrooms, lock all external doors, close all windows & blinds and sit on the floor. This is our 'Lock Down' procedure and indicates an external threat.

Health & Safety Contacts

If you have any concerns about a health and safety issue, or the safeguarding of a child, please contact the Headteacher immediately, or in his absence, the Assistant Headteachers. Non-emergency building concerns can also be brought to the attention of the Site Supervisor.



Guidance for Staff & Volunteers

2017 / 2018

A booklet for staff & volunteers designed to ensure that we work together to achieve the best possible outcomes for every child in our care.

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Equality

Statement of Principles

Stubbins School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

The policy outlines the commitment of the staff, pupils and governors of Stubbins School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include: Pupils, Staff, Parents/carers, the governing body & Visitors to school.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. **Every** member of the school community, whatever their characteristics, should feel safe, secure, valued and of equal worth. These characteristics include age, disability, gender re-assignment, marriage & civil partnerships, pregnancy & maternity, race, religion or belief, sex, sexual orientation.

At Stubbins School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Ethos and Atmosphere

- At Stubbins School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an 'open door policy' which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.
- We are committed to providing a working environment free from discrimination, bullying, harassment and victimisation.

Pupils' **spiritual, moral, social and cultural** development and, within this, the promotion of fundamental British values, are at the heart of the school's work, with a particular focus on:

- ⇒ democracy.
- ⇒ the rule of law.
- ⇒ individual liberty and mutual respect.
- ⇒ tolerance of those with different faiths and beliefs.

School Uniform

We encourage all our children to wear school uniform. This is partly because it shows we belong to the school and we are proud of it, and also because it ensures that children's clothing is appropriate for school. We try not to be too prescriptive about school uniform, and we recognise that there may be special circumstances when items of uniform are lost, unwashed or unavailable. Occasionally we do have to contact parents, mostly when clothing is inappropriate, hazardous or damaged.

CLOTHING

- Plain Dark Green sweatshirt, jumper, cardigan or fleece.
- White shirt or blouse. Optional School Tie.
- Grey trousers, shorts, skirt or pinafore. (NO TRACKSUIT BOTTOMS)
- Green & white gingham dress.

FOOTWEAR

- Sensible, plain black shoes, sandals or boots. (NO TRAINERS)
- Plain white or grey socks or tights.
- In very wet or snowy weather, Wellington boots can be worn for outside but a change of footwear should be provided for inside school. (e.g. P.E. pumps)

OUTDOOR WEAR (Protection)

- In cold or wet weather please provide suitable warm / shower-proof coat.
- In severely cold weather gloves/hats/scarves would be a good idea.
- In very sunny weather please provide a sunhat and possibly sunglasses.

P.E. Kit (To be kept in school each day in a drawstring bag clearly named)

- A pair of dark blue shorts / *gym skirt (KS2 only)*.
- A white or jade T-shirt
- Pumps / *trainers for outdoor games (KS2 only)*.
- During COLD weather, a tracksuit may be worn for P.E.
- Other items may be needed – e.g. football boots for the football team.

SCHOOL BAGS

- Only a book-bag, a drawstring PE bag and lunchbox is required.
- We cannot accommodate large bags in the cloakrooms or classrooms.

GENERAL APPEARANCE

- No visible transfers or tattoos in school please.
- No nail varnish or make up during the normal school day.
- No jewellery, apart from small stud earrings (in case of injury or loss).
- From Year 2 onwards, a child's analogue watch (to assist in learning to tell the time) may be worn at the owners risk but the child must be able to take it off and put it back on unaided if required (e.g. for art/ cooking/ P.E. etc.)

WELCOME TO OUR SCHOOL

Thank you for choosing Stubbins Primary School. We value our staff and volunteers and we hope that you will enjoy working with us.

We have produced this guide to help you feel comfortable working in school. It is also an important guide to keeping yourself, and the children we care for safe. Safeguarding is paramount.

We hope that you will also feel able to ask any questions as they arise.

The points of contact for volunteers in school are as follows:

- The class teacher you work with
- The office staff
- An Assistant Headteacher
- The head teacher

Parking: Parking at school is very limited, and we cannot guarantee a space in the school car park. The gates may be locked, in which case you will need to contact the school office. If you do bring a vehicle up the drive, please note the 10mph speed limit; pedestrians use the footpath. All cars are left entirely at their owner's risk.

Security: It is important for school security and fire regulations that all staff, visitors and volunteers to the school can be identified and located at all times and we ask you to follow the simple routine of:

- Signing in and out when coming into and leaving the premises.
- Wearing the Visitor badge we give you at all times whilst in school.

Also, do not leave external doors and windows open in unattended rooms. Keep your bag and valuables with you or safely stored.

Refreshments: If you are with us during break times, you are welcome to a drink which is available from the staff room where Coffee, Tea, Milk & Sugar is provided. If you are with us for some time, a packet of biscuits is always welcome!

WC: Please use the staff toilets and NOT the children's toilets.

Introduction

Our Beliefs

At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community. We believe that everyone has the capacity to become great if they have the courage to challenge themselves. We all have the responsibility to make this happen by nurturing creativity, enjoyment & ambition; learning and growing together.

Working With Children

Working with children is a huge responsibility. We need to ensure that everything we do is in their best interest. It is not the same as being their friend. Instead we need to keep a professional distance. We are there to help them learn, not to distract them from their learning. Remember that the class teacher is in charge, so listen to them, follow their lead and help them as much as you can. **We all share a duty of care and the welfare of the child is paramount.**

Leading By Example

We want our children to be smart in appearance, polite and well mannered. We want them to speak clearly and correctly, pronouncing things properly so that it helps with their reading and spelling. We want them to work together without arguments or favouritism. All of these things will only happen if the adults in school behave in the same way. So be aware of everything you do, maintaining high standards for yourself which will then be reflected in the children. Volunteers should not discipline children, and they must tell the class teacher if there is a problem straight away.

Confidentiality

Every adult in school is expected to abide by the same code of confidentiality. Don't discuss the problems of children or staff. If there is something that needs to be shared, tell only the person that 'needs to know', usually the teacher or head teacher.

Marking Policy

Marking Work

Marking is a waste of time if it has no impact. Marking should praise, but also give support, consolidation and challenge.

Be as positive as possible, marking should always motivate the child. Suggest a **Next Step** (see page 3). **This does not have to be on every piece of work** – if children are always told 'You could have done better.' They will lose their motivation.

Some work just needs to be celebrated! Don't correct everything; focus especially on the learning objective, or success criteria.

When to Mark

During the Lesson: Effective marking happens throughout the lesson. Use marking comments to Support, Consolidate, Accelerate and Challenge. Remember that marking does not have to be at the end of the lesson or task – it is often most effective during the lesson, while the child is focussed on the task.

At the end of a piece of work: **As often as possible, encourage children to use a purple pen to re-visit their work, making corrections, redrafting or commenting on their work.** Perhaps write a simple sentence to sum up your thoughts and point the child in the right direction. Try to ensure that next steps are *focused on the learning objective*, and not always about neatness or quantity. This can be **Summative Marking** which informs future planning. The end of a lesson is also a good time for peer marking.

How to feed back.

SMALL ERRORS: e.g. punctuation, capital letters, individual numerals etc.

Draw a circle around the error or omission & ask the child to correct it.



LARGER ERRORS: e.g. spellings, whole phrases, numeric answers etc.

Underline the error & write the correction near to it or in the margin depending on space.

AFFIRMATIONS:

As you go along, tick correct answers or evidence of success etc.



Draw a smiley face next to particularly pleasing sections of work.



STARS & STICKERS:

Children love them. Give stars for team points and stickers for motivation.



PRESENTATION

Present your marking with the same care you expect from the children.

Pride In Our Work

We aim for our work books to be beautifully presented and a credit to our children. We want to be proud of them.

Presentation & Setting Out

All maths work and drawing to be done using a sharpened pencil. Written work can be done in blue or black pen once one has been provided by the teacher as a reward for neat handwriting. Pictures and Diagrams can be coloured, but only after all other work is completed.

Errors should not be scribbled out, but instead a neat line should be drawn through it or where necessary a pencil eraser can be used (e.g. in a picture or diagram).

- Date on the top of the page e.g. Monday 12th April 2011.
- Leave an empty line.
- Learning Objective / Title to be underlined with a ruler.
- Leave an empty line.
- Begin your work, remembering to leave a space between sums, paragraphs or sections.
- Never leave a sentence half finished and always check your work at the end.

Handwriting

The main aims of teaching handwriting At Stubbins we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use **Letter-join** as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum. Handwriting is a basic skill that influences the quality of work throughout the curriculum.

At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments. Consistency throughout the school.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work.

Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. Handwriting frequency Handwriting is a cross-curriculum task and will be taken into consideration during all lessons.

Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

GOLDEN RULES

- **Be careful what you say; you are in the company of children.**
- **Dress smartly and behave properly.**
- **Try to avoid being alone with any child.**
- **Never let people into the building without a member of staff signing them in.**
- **Don't use your personal phone in school except in the office or staff room where no children are present.**
- **Do not take photographs in school on your own phone/ pad/ camera.**
- **If you notice anything unusual or something is worrying you—tell a member of staff immediately.**

Any Questions

This booklet contains a lot of information, but please feel free to ask an adult if you have any questions at all. We are all here to help each other. We regard you as a friend and member of our team. We have a professional duty to you, just as we have to all members of staff, to make your time with us happy and fulfilling. Together we make a great team!

Mr. J. DAWSON
(Head Teacher)

Safeguarding & Child Protection

The purpose of safeguarding is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children at our school to have the best outcomes.

Stubbins Primary School is committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. It is therefore vital that all adults, including volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility
- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to keep ensure that children are protected from harm
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- Report lower level concerns to the DSL using the school's agreed format
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Headteacher

THE FULL POLICY FOR SAFEGUARDING AND CHILD PROTECTION IS AVAILABLE FROM THE SCHOOL OFFICE AND ON THE WEBSITE.

Examples of Rewards

Generally, rewards must be appropriate, fair and not something which goes against school policies such as healthy eating.

Team Points: Children can be given team points for good work, good behaviour, being nice; in fact anything positive that you want to encourage! These are counted at the end of the week and the winning team announced in Good Work Assembly.

Stars, Stamps & stickers: These are really appreciated by children. Often a 'star' equates to a team point.

Tickets / marbles etc.: Sometimes individual teachers employ special rewards such as raffle tickets drawn at the end of the week or a marble in a jar which, if full, produces a whole-class treat.

Good Work Assembly: The end of our week and a chance to celebrate excellence and hard work. Each class chooses 2 children who have produced good work and they usually bring it into assembly to show everybody. Team points are also celebrated and the winning team receives the weekly trophy. The whole assembly is organised and run by Year 6 children.

Head teacher's Award: For exceptional achievement or behaviour, the Headteacher's Award may be presented, including a sticker & certificate.

Sanctions

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.

A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip. Corporal punishment will never be used and is illegal in all circumstances.

The sanctions we employ include:

- Age appropriate reminders and warnings.
- Moving away from friends or distractions in class.
- Writing explanations of their behaviour and how/why they should behave.
- Lines – containing a simple, appropriate message.
- Detentions within school hours (for example: missed playtimes).
- Missing a proportion of Golden Time on Fridays.
- Time out of class to complete work in school offices or another classroom.
- Being sent to see the Head Teacher regarding their behaviour.

We sometimes use detention within school hours as a sanction. The times may include playtimes, lunchtimes and special events such as Golden Time within any school day. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Staff issuing the detention will ensure that the child is safe.

Behaviour

Good Behaviour

Be polite, helpful and kind.

Work and play hard and challenge yourself.

Take care of each other, and our school.

Enjoy life and help make others happy too.

Good Manners

Greet people with a smile.

Use a person's name when you talk to them.

Say 'Please' and 'Thank You'.

Hold the door for others.

Behaviour Management Techniques

There are various behaviour management techniques used in school to promote a calm, productive working atmosphere. These include:

- Routines
- Seating & Working Groups
- Resources
- Teaching Assistants & Helpers
- Lesson Planning
- Rewards & Sanctions

Behaviour Chart

Many classes have a behaviour chart; encouraging children to stay in the 'good' area.

Hand Stop Signal

Throughout our school, the children understand the HAND-STOP signal. Without saying a word, the teacher raises their hand and this is copied by each child resulting in silence and a focus on the teacher.

Lunchtimes

Lunchtime Welfare Staff will apply the same rewards and sanctions. In all cases, the welfare assistant has the responsibility to report incidents to the class teacher at the end of lunchtime.

School Council

Our school council is elected every year to give children a voice in the way the school is managed. They are also Ambassadors of good behaviour – setting an example to their peers.

Keeping Children Safe

We always work in ways which keep children safe. Avoid being 'over familiar' with the children, they are not your friends. Take care not to pick children up and certainly never sit them on your knee. In general, we try to avoid touching children, except in times of distress or when first aid is required. We teach children that their bodies are private spaces, and this is important to uphold.

NEVER physically handle a child (*although staff may have to do this in accordance with the school Care and Control policy*).

Take care not to insult children or make them feel worthless. Sarcasm can confuse children and make your intentions unclear. Instead, correct children in a calm but firm voice. Volunteers should never be left in sole charge of a child.

Concerns About Children

Sometimes you might hear or see something that concerns you. It might be a bruise or it could be that a child tells you something private that worries you. We have a clear procedure in school to deal with this.

In every classroom, there are 'Expression of Safeguarding Concern' sheets, on which concerns should be recorded. Don't promise to keep it a secret, don't try to guess what might be wrong, and don't ask questions. **Write down your concern as quickly as you can and tell the Head Teacher or a DSL who will know what to do.**

Headteacher : Mr J. Danson (Lead DSL)
Backup DSLs: Mrs L. Parrish
Mrs V Bruce

The Lancashire Schools Safeguarding Officer is:

Andrea Glynn 01772 531196 andrea.glynn@lancashire.gov.uk

It is important that you read and understand the booklet: *Keeping children safe in education Part 1: Information for all school and college staff September 2016*, which is available in the foyer.

Online-Safety

Acceptable Use of ICT—including personal phones / equipment

ICT and the related technologies such as e-mail, the Internet and mobile devices are an integral part of our daily life in school. This agreement is designed to ensure that all staff and visitors are aware of their individual responsibilities when using technology. All staff members and visitors are expected to adhere to this policy and its contents at all times. Any concerns or clarification should be discussed with the Headteacher.

- I will take responsibility for my own use of any technologies, making sure that I use them safely, responsibly and legally.
- I will be an active participant in eSafety education, taking personal responsibility for my awareness of the opportunities and risks posed by the use of technology.
- I will not use communications devices, whether school provided or personally owned, for bullying or harassment of others in any form.
- I will not be involved with any online activities, either within or outside school that may bring the school, staff, pupils or wider members into disrepute. This includes derogatory/inflammatory comments made on Social Network Sites, Forums and Chat rooms.
- I will not browse, download/upload or distribute any material that could be considered offensive, illegal or discriminatory.
- I will respect copyright and intellectual property rights.
- I will ensure that all electronic communications with pupils and other adults are appropriate.
- I will not use the school system(s) for personal use during working hours.
- I will not install any hardware or software without the prior permission of the Headteacher.
- I will ensure that personal data (including data held on MIS systems) is kept secure at all times and is used appropriately in accordance with Data Protection legislation.

How The Day Works

Children arrive at school between 8.45am and 8.55am.

Children gather on the main playground and are collected by their class teacher.

8:55 School Bell rings – children taken into school to be registered.

N.B. Children who arrive after 8:55am will have to sign in using the electronic signing in system, which keeps records of punctuality.

9:00 Phonics / Spelling & Grammar

9:20: Session 1

10:20 Infant Playtime / 10:25 Junior Playtime

During morning break, children in year 1 to 6 are able to have a snack. *Our Reception children have a different snack system as they do not have a fixed playtime.*

10:40 Session 2

11.40 Guided Reading

12:00 Lunch

13:00 Session 3

N.B. Free fruit is provided for Rec. and KS 1 during the afternoon.

14:00 Session 4

15:00 Assembly or 'Collective Worship' (14.45 on Fridays)

15:15 Home Time

Children are brought to the main playground by their class teacher, where they may be collected. EYFS / KS1 children must ALWAYS be collected. KS2 children (Year 3+) may walk home alone by arrangement but we must have a signed letter from the parent giving permission for this.

Staff

Senior Leadership Team

Headteacher: Mr Danson

Assistant Headteachers:

Mrs Bruce (Key Stage 1)

Mrs Parrish (Key Stage 2)

Class Teachers

Reception: Miss McNulty

Year 1: Mrs Ogden Year 2: Mrs Bruce / Mrs Lucas

Year 3: Mr Robinson Year 4: Mrs Kirkham / Mrs Parrish

Year 5: Mr Murtaugh Year 6: Mrs Salmon

PPA Cover for Rec, Yr1, Yr3, Yr5 & Yr6: Mrs McKennell (HLTA)

Teaching Assistants

Mrs Briggs, Mrs Clapperton, Mrs Duxbury, Miss Harris,
Mrs McKennell, Mrs Nicholls, Miss Walker, Mrs Wilson.

Learning Mentor: Mrs Nicholls

Office Staff

School Secretary: Mrs J Wilkinson-Smith

Clerical Assistant: Mrs R Delafield

Lunchtime Welfare Assistants

Mrs Isherwood, Mrs Laja, Mrs Owen, Miss Worrall

Housekeeping

Site Supervisor: Mr Millward

School Cleaner: Mrs Carroll

Kitchen Staff:

School Meals Supervisor: Mrs Mitchell

Mrs Carroll, Mrs Heywood, Mrs Howarth, Ms Wolkowski

- I will ensure that Images of pupils and/or adults will be taken, stored and used for professional purposes in line with school policy and with written consent of the parent/carer or relevant adult. I will not distribute images outside the school network without the prior permission of the parent/carer, or person/s in the image.
- I will report any known misuses of technology, including the unacceptable behaviours of others.
- I have a duty to respect the technical safeguards which are in place. I understand that attempting to breach technical safeguards or gain unauthorised access to systems and services is unacceptable.
- I have a duty to report failings in technical safeguards which may become apparent when using the systems and services.
- I have a duty to protect passwords and personal network logins, and should log off the network when leaving workstations unattended. I understand that any attempts to access, corrupt or destroy other users' data, or compromise the privacy of others in any way, using any technology, is unacceptable.
- I understand that network activities and online communications are monitored, including any personal and private communications made using school systems.
- I am aware that in certain circumstances where unacceptable use is suspected, enhanced monitoring and procedures may come into action, including the power to confiscate personal technologies such as mobile phones.
- I will take responsibility for reading and upholding the standards laid out in the AUP. I will support and promote the school's eSafety policy and help pupils to be safe and responsible in their use of ICT and related technologies.
- I will abide by the school's rules for use of personal mobile equipment, including mobile phones, at all times.
- I have read and understood the school's Digital Images & Video Policy and agree to abide by it.

I understand that these rules are designed for the safety of all users and that if they are not followed, school sanctions will be applied and disciplinary action taken.

Policy for Supervising Children

Introduction

At Stubbins Primary School we aim to ensure that full and appropriate supervision of all pupils occurs throughout the school day in order to provide a reasonable level of duty of care for all pupils. All staff, helpers, adults and volunteers who work in an unsupervised capacity in the school, or who are regular helpers, are given a DBS check to ensure their suitability.

N.B: The term "parent" is used throughout the policy and refers to all adult carers who have charge of the children during out of school hours.

GENERAL SUPERVISION BEFORE SCHOOL

Children are not permitted onto the school playground until 8:45am. Parents are regularly reminded that no member of staff is on duty before this time.

LEAVING THE SCHOOL SITE DURING THE SCHOOL DAY

If a child needs to leave the site during school hours, for example through illness or because of an appointment, they will not be allowed to leave unless they have a parent or other named adult as an escort.

GENERAL SUPERVISION DURING LESSON TIME

All children will be under the general care of their class teacher during the school day, excluding break and lunchtimes. Although pupils may be called out of the classroom to work with other adults they remain in the overall care of the class teacher. It is the class teacher's responsibility to know where every child is and what they are doing. **Children must never be left unsupervised under any circumstances**, however children are allowed, unaided, to go to the toilet, walk around the building or run internal errands for staff at the teacher's discretion.

All main exits are closed during lesson times whenever possible and entry is via an electronic entry system. The EYFS and Year 1 have access to a secured outdoor area.

OUTDOOR LEARNING

There is access to fenced outdoor areas in the EYFS and Year 1. All classes are encouraged to use our school grounds to learn outdoors.

Again, pupils will always be supervised by at least one adult when they are learning outdoors. The children must usually be in sight and sound of a supervising adult and always within sight or sound of a supervising adult.

TRIPS OR VISITS OFF SITE

Teachers complete a risk assessment when organising a school trip and a copy is given to the Headteacher to ensure that the appropriate level of supervision will be available. Risk assessments must include supervision ratios, transport and activities undertaken.

The minimum ratio of adult to child supervision currently stands at:

Reception: 1:4 Year 1-3: 1:6 Years 4-6: 1:8

This is the minimum requirement, although some situations may require a higher ratio of adults.

N.B. Where children are being transported by coach to swimming, there must be at least two adults accompanying the children. It is understood that staff at the swimming baths will be part of the supervision ratio.

BREAKTIMES

The teachers and teaching assistants supervise the playgrounds at break times to ensure that all children are supervised whilst out at play. Children are only allowed back into the building with an adult's permission. Playground gates around the school are locked and children are regularly reminded about the areas that they are not allowed to access.

If there is an indoor playtime due to bad weather then all classes are supervised by an adult. Children do not leave the classroom without an adult's permission and they are encouraged to play quiet games.

LUNCHTIMES

It is the Headteacher's duty to ensure a reasonable level of care for all pupils during the lunchtime break. At all times, a reasonable number of Midday Supervisory Assistants is employed to supervise the children at lunchtimes. They are deployed in different areas of the school to ensure adequate supervision whilst the children are eating their lunch or at recreation. Children are regularly reminded of the need to be in appropriate areas of the school so that they can be adequately supervised.

Where poor weather prevents the children from outdoor play, children are supervised within their classroom under the supervision of a Midday Supervisory Assistant or Teaching Assistant.

It must be noted that children going to and from areas of supervision e.g. along corridors or staircases are expected to do so without direct supervision.

EMERGENCIES

If an emergency occurs during a lesson or at playtime then the teacher will send an adult or a responsible child to the office / staffroom. Children are not left unattended.

SUPERVISION AFTER SCHOOL

Key Stage 2 children are taken onto the yard to be collected and are allowed to walk home alone provided that parental instructions are obtained. They are regularly reminded of the importance of returning to school if no adult is there to meet them.

Pupils in the EYFS / Key Stage 1 are taken to meet their parents at the end of the day and remain with their teacher until they are collected.