

# Broomhill Infant School



# Staff Handbook 2021/2022

**Broomhill Infant School**  
**Fermaine Avenue, Brislington, Bristol BS4 4UY**  
**Tel: 0117 353 4440**

# **Broomhill Infant School Staffing Structure**

## **Administrative Team**

Debbie Holland - School Business Manager, Health & Safety, GDPR & Attendance  
Olivia Rumph - Reception & Admin, Website & Marketing  
Alex Bozanchi - Reception & Admin, SENDCo support clerk

## **Site Manager - Infant & Junior Schools and Children's Centre**

Paul Peterson

## **Senior Leadership Team**

Hayley Farthing - Headteacher, Assessment, Teaching & Learning and  
Pupil Premium.

Kevin Hawkins - Deputy Headteacher - Curriculum Development & Sports Premium.

## **Early Years Foundation Stage**

### **Nursery**

**Seedlings** - Debi Howells Class Teacher Lynne Rickets, Debbie Bowgin & GayeAnne Toogood -  
LSAs

### **Reception**

**Cherry Class** - Lucy Kavanagh, Class Teacher & Stacey Butler-Knight, LSA.

**Apple Class** - Amie Lawrence, Class Teacher & Sharon Paling, HLTA.

## **Key Stage 1**

### **Year 1**

**Maple Class** - Kevin Hawkins, Class Teacher. Lindsay Booth, LSA &  
Vikki Coggins, HLTA.

**Holly Class** - Emma Packford Class Teacher & Alison Bull LSA

### **Year 2**

**Sycamore Class** - Lucy Dickson, Class Teacher, Lisa Williams, LSA

**Fir Class** - Stephanie Smith Class Teacher, Winnie Wozny, LSA.  
Alison Evans - Class Teacher across Year 2

## **Special Educational Needs & Disability Team**

SENDCo - Becky Symmons

### **Nurture Provision**

Michelle Higgs - Nurture Lead

Hollie Symmons - Nurture LSA

### **Blossoms**

Becky Symmons, Class Teacher.

Kelly Knapp - SEND HLTA

Sophie Joyner, Hollie Symmons, Michelle Higgs & Pat Thorne - SEND LSAs.

### **Wrap Around Care**

**Breakfast Club** - Jenny Elliott

**After School Club** - Debbie Bowgin & Gaye-Anne Toogood

### **SMSA**

Lisa Priest, Jenny Elliott, Nosheen Ali & Kaylee Davis

### **Safeguarding Leadership**

**Designated Safeguard Leaders** - Hayley Farthing, Becky Symmons & Kevin Hawkins

## **Middle Leadership**

**EYFS & PSHE/ RE** - Debi Howells

**English Leader, Reading & Phonics** - Lucy Dickson

**English Leader, Writing** - Emma Packford

**Mathematics Leader** - Alison Evans

## **Subject Leadership**

**Wider Curriculum, Science & STEM** - Kevin Hawkins

**Computing** - Lucy Kavanagh

**PE Leader & Sports Premium** - Kevin Hawkins

**Art & Design** - Amie Lawrence

**Music** - Lucy Kavanagh

**Knowledge & Understanding of the World, Geography** - Emma Packford

**History** - Rebecca Symmons

## **Wider School Roles**

**Wellbeing** - Emma Packford & Michelle Higgs

**School Council** - Winnie Wozny & Lisa Williams

**Library & Reading** - Lisa Williams & Winnie Wozny

**First Aiders** - Deb Holland, Sharon Paling & Lynne Ricketts

**Social Events** - Winnie Wozny & Stacey Butler-Knight

## THE ROLE OF THE SCHOOL GOVERNOR

It is a legal requirement for schools to have a governing body.

The governors are responsible for the day-to-day running of the school in conjunction with the Head Teacher. In addition particular responsibilities are assigned by the Education Authority and these include sex education and special educational needs.

Each representative serves a four year term of office. There is both a Teacher and Support Staff representative on the governing body. Parents are represented by way of elected parent governors. The full governing body & committees meet termly.

### **Governors**

#### **Chair**

Mrs Mair Allen Co-opted Governor

#### **Vice Chair**

Mr Tony Carey Co-opted Governor

#### **Head Teacher**

Miss Hayley Farthing

#### **Other Governors**

Mr Robin Millard Co-opted Governor

Mrs Sapna Boden Parent Governor

Mrs Lydia Collins Parent Governor

Mrs Rebecca Symmons Staff Governor

Mr Kevin Hawkins Associate Governor

**Clerk to the Governors** Mrs Deborah Holland

### **Safeguarding and Child Protection**

Hayley is the lead Safeguarding and Child Protection Officer. Robin Millard is the Safeguarding Governor. Rebecca Symmons and Kevin Hawkins complete the safeguarding team. **All** adults have a responsibility to protect each child from abuse; this means that if you have concerns about a child, you should talk to **Hayley immediately**. The Welfare of the Child is Paramount. Referral should be made without delay. If you have any concerns about a member of Senior Leadership you must share these immediately with the **Chair of**

## Our Curriculum

### Nature, Nurture, Knowledge

***“There are two gifts we should give our children: One is roots, the other is wings”***

We believe that every child is special and we give children the confidence and knowledge to dream big. We inspire children to be passionately curious and engage with the physical world around them. To see and explore the beauty of the community in which they live, enabling them to understand the impact that they can have on the world around them. Children leave us with the confidence and the belief that they can achieve their dreams.

The threads that bond our curriculum together are....

- Rich experiences of vocabulary
- A nurturing environment
- Equality and diversity
- Nature

Whilst benefiting from being part of a big city, Broomhill has beautiful natural spaces like Eastwood farm and Nightingale woods and our school has an abundance of nature on site. Through our Forest Schools curriculum, we encourage our children to explore, learn from, and look after these magical spaces within the school and community. We recognise the increased need for specialist teaching and learning in Broomhill and are proud to open our new Special Educational Needs & Disability classroom in 2020. Our children care for each other and the natural world and being exposed to a range of learning needs, enriches their emotional and social development so that they celebrate and learn from differences. We have high expectations for our children, for behaviour and for learning. Our carefully planned curriculum has ensured that achievement has risen. Our results at the end of the Reception year and Year 2 have improved to be in line with the national average. Children’s wellbeing is at the heart of everything that we do and the curriculum is designed to develop them spiritually, morally, socially and culturally.

## English

***“Children are made readers on the laps of their parents” Emille Buchwald***

We want our children to gain a love of language and become confident speakers, attentive listeners, keen readers and expressive writers. We immerse them in a language rich environment, enabling them to explore, learn and use a wealth of vocabulary with understanding.

We nurture and inspire children to have a love of books through imaginative story-telling experiences and exposure to exciting texts. Our library has been carefully considered to reflect the cultures within our school and we are careful to challenge gender stereotypes in the books we share with children. We will expand on children’s interests to engage all of our learners through Topics that inspire and enthuse. Children will use nature to ignite the senses and provide rich experiences to draw from.

Our systematic approach to phonics starts in Nursery, giving the children the skills to bring vocabulary to life in their reading and writing.

We believe that writing should be purposeful and meaningful for children, providing rich experiences that provoke creativity and adventurous word choices.

We will provide children with many opportunities to present their learning, ensuring that our own high expectations lead to a sense of pride when presenting their work.

## Maths

***“The only way to learn Mathematics is to do Mathematics” Paul Halmos***

We want our children to develop a love of maths and think like mathematicians. Through a wide range of hands-on experiences, children explore maths in the world around them. Linked to our Tinkering Tuesdays (STEM), visiting professionals, such as engineers or carpenters, show children real life application of maths. We use visitors to challenge some of the misconceptions our children have about maths and gender roles in society. We endeavour to ensure that children develop a positive and enthusiastic attitude towards maths that will stay with them throughout their lives. Throughout their time at Broomhill, children will develop a clear understanding of number and calculation. Opportunities to develop mathematical fluency will be planned into every lesson. We provide challenge through rich and sophisticated problems based around real life scenarios, using the natural environment. We encourage children to not be scared to make mistakes, but see them as a learning opportunity. Children will be able to explain their reasoning using their rich bank of mathematical vocabulary.

## Science

***“The important thing is to never stop questioning. Curiosity has its own reason for existing” Albert Einstein***

Children join their teachers on a voyage of discovery and become scientists. We inspire children to develop their curiosity and fascination. Through hands-on practical scientific experiments, questioning and discussions, children will marvel at the world in which they live, developing a respect for nature, their own community and appreciating how Science will impact on their future lives. The curriculum is carefully planned, ensuring that all children can relate to the Scientists that have shaped the modern world. Our curriculum immerses children in a wealth of scientific vocabulary and exploration.

## DT

***“Engineering stimulates the mind. Kids get bored easily. They have got to get out and get their hands dirty: make things, dismantle things, fix things. When the schools can offer that, you’ll have an engineer for life.” — Bruce Dickinson***

We want our children to think like engineers, to find creative solutions to real life problems. Our Tinkering Tuesdays provide exciting experiences for children to become engineers, engaging in the process of designing, building, testing, evaluating and improving. Many of the projects consider our impact on the natural world, finding solutions to ecological problems. It is fundamental that children can communicate their ideas and work in a team. By working alongside professionals, children make connections between their learning and future aspirations, often challenging gender stereotypes.

## **Music**

***“A child who sings is a happy child” Elder Enrique Falabella***

We want children to think like musicians. We believe that music brings communities and cultures together. By exposing children to a wide range of musical genres we foster a love of music and sound. Through exciting opportunities, such as the Makaton choir and Music space therapy, all children feel valued and free to express themselves. Singing assemblies bring the school family together, challenging children with new vocabulary through adventurous and varied song choices. Children will explore different instruments, recreating sounds from nature. We will expose children to emotional connections that music can provide.

## **History**

***“We are not makers of History. We are made by History.” Martin Luther King JR***

Our history curriculum inspires children to want to know more about the past and to think and act like historians. Children are immersed in local history and learn more about the significant events that they experience with their families. We nurture our children to be curious, ask perceptive questions and deepen their historical vocabulary. We ensure that children are introduced to significant figures in history that reflect the diversity of Bristol. Children will see themselves as historical investigators as history is brought to life through our Topics.

## **Geography**

***“Geography is a subject which holds the key to our future”. Michael Palin***

We want our children to think like geographers. We will give them the vocabulary to be able to articulate their geographical understanding. Our children will start with the geography in their local community, allowing them to become curious and fascinated through visits to Nightingale woods and Eastwood farm. They will become curious about the world around them, learning about the geography of their city and then the United Kingdom, making comparisons with the wider world. Our curriculum seeks to challenge cultural stereotypes, giving children a balanced view of the world. We will provide opportunities for children to learn from their friends and families who have connections with the wider world. Children will begin to appreciate their own impact on the geography of the world they live in.

## **Art**

***“All children are born artists, the problem is to remain an artist as we grow up.” — Pablo Picasso***

We don't need our children to become artists at Broomhill Infants as they already are artists. We will give them opportunities to develop their creativity, curiosity and confidence through exploring a wide variety of media, materials and techniques and studying a diverse range of local, national and international artists. We encourage the children to discuss art, providing them with the vocabulary to articulate their thoughts. Children will be given the fundamental skills to be able to represent their own ideas, thoughts and feelings through art, dance, role-play and stories.

## Physical Education

**“Every winner was once a beginner”**

At Broomhill we believe that children should be active. Children will be given opportunities to be active every day, in the natural environment, the classroom and through PE sessions. We will teach our children the fundamental skills needed to become successful in a variety of sports in the future. Communication is vital and from an early age children will be given the vocabulary to help themselves and others around them improve. It is our job to show children how to lead healthy active lives, providing them with a wide range of opportunities that make sport accessible to all. We will plant the seeds that will grow into future sporting choices.

## Computing

***‘I think it’s fair to say that personal computers have become the most empowering tool we’ve ever created. They’re tools of communication, they’re tools of creativity and they can be shaped by their user.’ Bill Gates***

At Broomhill Infants, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Computers are used to make the curriculum accessible to all as well as provide ways of communicating for children with a range of needs. Digital platforms are used to provide a link between home and school, allowing children to practice phonics and enhance their vocabulary by reading digital books. Knowledge and understanding of ICT is of increasing importance for children’s future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children’s time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children’s creativity and cross curricular learning to engage children and enrich their experiences in school.

## RE

***“ Our strength lies in differences, not in similarities.” Steven R Covey***

At Broomhill infant School we believe that it is important to learn about religious and non-religious world views in order to help our children better understand and respect what people believe and why. It challenges their thinking whilst developing a deeper understanding of the many lifestyles and cultures that may live within their community or the wider world. It is a way to teach them about differences and common values regardless of a person’s belief system and we hope that it will give children the freedom and confidence to question viewpoints, be proud of their own beliefs and to ask some of the bigger questions in life that may occur to them. In teaching RE systematically and passionately we shape a more accepting generation of children who have the confidence to stand up for both themselves and others, having been exposed to the vocabulary to clearly articulate their own beliefs.

## **PSHE**

***“One person can make a difference and everyone should try” John Fitzgerald Kennedy***

At Broomhill Infant School our motto ‘Nature, Nurture, Knowledge’ is an integral part of our PSHE teaching. We believe that PSHE is a core skill and one which will impact the children’s learning and lifelong progress, hence we are committed to making sure that this provision is thorough, systematic and reflects the developing needs of our ever changing world. We take seriously the responsibility to provide our children with the knowledge and skills to develop into confident, caring adults who realise the importance of taking responsibility for their own actions as well as caring for the wider world. We will promote healthy living through our curriculum, the food which our kitchen will provide and by teaching children why it is important to lead a healthy lifestyle. We have a culture where mental wellness is valued and time is provided within the curriculum for children to learn mindful ways to support their own mental wellbeing. Children are encouraged to talk about their feelings and we will provide them with the vocabulary needed to explain themselves clearly. It is important for us to ensure young people understand the importance of PSHE and the values it instils, leaving them ready to play their full part in a British society.

**Key policies for staff to have read and be aware of:**

<b>School</b>
Curriculum policies
SEN & Inclusion
Anti-Bullying
Positive Behaviour
Marking Policy
Assessment
Staff grievance
Complaints Policy
Equalities, Cohesion and Diversity
E-Safety
Home-School links
Administration of Medicine
Pay
Appraisal
Photography
Lockdown
Emergency & Evacuation
The following policies & procedures are circulated to all staff at the beginning of each academic year and staff are required to sign their names to indicate that they have read these documents:
Child Protection and Safeguarding Policy
Keeping Children Safe in Education"
Guidance Safer Working Practice
GDPR
Whistleblowing Policy
Allegations against people who work with children
ICT Acceptable Use Agreement for Staff

These policies are available as paper copies from the admin team and are stored centrally on Google drive.

## **TERMS AND CONDITIONS OF EMPLOYMENT**

Teachers' terms and conditions are governed by the nationally negotiated Conditions of Service for Schoolteachers in England and Wales. The School Teachers' Pay and Conditions Document, which is annually updated, governs teacher remuneration. These documents can be viewed at

<http://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

The Pay Policy provides information about the pay scales and remuneration for teaching and support staff.

### **Holidays**

#### **Teacher & LSA holidays**

Teachers are employed to work 52 weeks a year including 5 inset days & LSAs are employed to work over the 38 weeks of the school terms and 5 INSET days. Notwithstanding statutory entitlements (refer to sections 5 and 6), there is no entitlement to take leave during term-time, but any exceptional request for leave during the school term should be submitted to the Governing Body for their approval.

### **ABSENCE FROM WORK**

#### **Absence reporting procedure**

**If you are sick please contact Hayley on her mobile number as soon as possible - preferably before 7.30am so that the necessary cover arrangements can be made. If Hayley is not available please contact your line manager. At the end of the day of absence it is essential that you contact a Senior Leader before the end of the school day to confirm whether you are returning to work the next day or continuing to be absent because of ill health.**

A GP certificate must be provided for absences lasting more than 5 working days.

#### **Return to work meetings**

Employees should expect to attend a return to work meeting with their manager after a period of sickness absence. The interview is an opportunity for the employee to discuss the reason for their absence and to advise their 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.

## **Medical appointments**

**Medical appointments should be booked outside working hours wherever possible.** Any request for leave during working time should be authorised in advance by the Head Teacher, who may grant this on a paid or unpaid basis or require the time to be worked in lieu. Separate arrangements apply to employees whose medical condition is covered by the Disability Discrimination Act and advice should be sought from the School's HR Adviser.

## **Other leave**

Employees are entitled to paid leave in order to carry out jury service or other public duties, such as Governorship. Any 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 Headteacher on a paid or unpaid basis.

## **School Emergencies – Procedures for closure in case of emergency or inclement weather**

The Headteacher will make the decision for any school closure. School closures will be communicated through the school and Local Authority websites. Staff will be informed through the tiered telephone system in place.

## **Family Matters**

Entitlement to maternity and adoption leave within BCC is based on length of service and is outlined in the documents listed below. Governing Bodies may choose to enhance this entitlement on a discretionary basis.

Teachers: BCC Teachers' Maternity Scheme

<http://intranet.bristol-cyps.org.uk/services/pdf/teachers-maternity-policy.pdf>

Support staff: BCC Maternity & Caring Employees Scheme

<http://intranet.bcc.lan/ccm/content/articles/transformation/shared-transactional-services/sts-hr/sickness-absence-and-leave/maternity-carers-paternity-and-adoption-leave/maternity-policy/maternity-and-caring-employee-scheme.en>

## **Paternity leave**

Fathers with at least 26 weeks' service at the 15<sup>th</sup> week before their child's birth have a statutory entitlement to paternity leave. This entitlement is for 2 weeks' leave upon the birth of a child (to be taken in blocks of one week), paid at Statutory Paternity Pay, though school may choose to enhance this payment on a discretionary basis.

Further information can be found at

<http://intranet.bcc.lan/ccm/navigation/support-services/hr-knowledgebase/sickness-absence-and-leave/maternity---carers---paternity-and-adoption-leave/>

### **Parental leave**

All parents are entitled to a period of 13 weeks' **unpaid leave** to care for their child under 5 years of age (18 weeks' leave for parents of disabled children under 18 years of age). Requests for parental leave should be submitted to the Headteacher.

### **Carers leave**

All carers have a statutory entitlement to a limited amount of emergency carers leave to make arrangements for alternative provision of care when normal care arrangements break down. **This entitlement is unpaid but senior leaders may choose to grant paid leave for this purpose.**

### **Compassionate leave (or time off for dependents)**

Employees have the right to a limited amount of unpaid leave in order to cope with personal circumstances involving a family member. This would not normally exceed three working days in any one-year period and the Governors may choose to grant leave on a paid basis.

## **STAFF WELFARE**

There are a number of measures in place to support staff welfare and promote wellbeing. These include:

- The school has subscribed to "Worklife Support". This provides each member of staff with a wide range of free and confidential advice, including Legal, Financial and Medical, as well as counselling. Further details are available from leaflets in the staffroom, [www.worklifesupport.com](http://www.worklifesupport.com) and 08000 856 148.
- Supervision: Every member of EYFS staff has the opportunity for Supervision sessions with an allocated member of staff. These sessions provide staff with the opportunity to talk about professional and personal issues in an open and confidential situation. Supervision sessions will be timetabled for all members of EYFS and KS1 member of staff.
- Wellbeing team led by Michelle Higgs, Emma Packford and Governor Mair Allen.

## **PERFORMANCE MANAGEMENT**

All teaching staff will have 3 performance management meetings during the academic year. In line with the Appraisal Policy, targets for performance will be set and reviewed together.

These meetings also offer the opportunity for members of staff to raise professional issues in a formal and confidential setting.

## **PROFESSIONAL STANDARDS AND CONDUCT IN THE WORKPLACE**

There are certain behaviour and standards that are expected of all staff working in the school. All employees have personal and legal responsibilities, including; treating others with respect; acting honestly, using public funds appropriately, adhering to health and safety guidelines, dressing appropriately and practicing equal opportunities at all times. These expectations are outlined below and should be fully observed as non-compliance may result in disciplinary action. Further details are contained in "Guidance for Safer Working Practice...."

### **Declaration of interests**

Any financial interests or membership of a group or organisation whose aims would be considered to be in conflict with the school aims (for example if the organisation was racist) must be declared to the Headteacher/Leader and Governing body. Any personal relationship which may be seen to cause a conflict of interest should also be declared. A register of interests will be kept and updated annually. The Headteacher/Leader, having consulted with the Governing Body and local authority, will advise you if the conflict of interest is serious enough to require withdrawal from the organisation or from the school.

### **Media**

All communication with the media regarding the school or its operation must be directed through the Headteacher or Chair of Governor who take advice from the media team at BCC.

### **Other employment**

Employees are permitted to take up employment outside the school, as long as the activity does not constitute a conflict of interest or adversely affect employment at the school. The total working hours of an employee's jobs may not exceed the legal maximum of 48 hours per week (averaged over 17 weeks) and so they should keep the Headteacher/Leader informed of their working hours.

### **Use of school premises & equipment**

School equipment is provided for professional use and should not be used for personal activities, unless authorised in advance by the Headteacher/Leader. This includes photocopy and printing facilities, stationery, telephones and computers.

### **Computers and Social Media**

All staff and volunteers are expected to adhere to the ICT Acceptable Use guidelines, as part of the E-Safety Policy. Staff and volunteers will be expected to sign their agreement to these guidelines annually. An important section of this agreement is that staff members will **not** be Facebook 'friends' with any of the school parents/carers.

## **Monitoring**

The school has a right to monitor emails, phone-calls, internet activity or document production; principally in order to avoid offensive or nuisance material and to protect systems from viruses. Use of school email for personal correspondence must be kept to a minimum and abuse of school equipment or excessive and inappropriate usage could result in disciplinary action being taken against an employee. Inappropriate usage includes circulation of offensive or pornographic information, jokes, junk mail or large attachments. It is strongly advised that passwords and access to computer systems are kept confidential and strictly monitored by account-holders.

## **Confidentiality and disclosure of data**

All employees at the school and the Governing Body come into contact with a significant volume of sensitive data. This may be in relation to pupils, staff, school finances and many other matters. There is an obligation to observe the requirements of the Data Protection Act (1998) by collecting, maintaining and disposing of sensitive or personal data in a responsible manner. This includes the requirement not to disclose sensitive information about school activities to other parties, for example, parents or colleagues. Please refer to GDPR policy and procedures.

## **Release of employee data**

Staff should be aware that, from time to time, information about employees' salaries is matched with other public sector information (for example housing benefits) in order to prevent fraudulent claims.

## **Duty of care to children and young people**

Employees in schools are in a position of trust and have a duty to protect young people from discrimination and harm and to maintain appropriate professional boundaries. It is equally important for staff to avoid behaviour which might be misinterpreted by others in order to protect both young people and themselves. Further details are contained in "Guidance for Safer Working Practice...."

## **Training and Development**

Development activities can take the form of formal learning interventions, coaching, on-the-job learning and mentoring. Training is an essential aspect of performance management and is discussed during the probationary period and at performance review and one-to-one meetings. All staff are eligible for support in their professional development and are entitled to request training or coaching from their performance manager.

A number of INSET days each year are set aside for staff development and it is a requirement that teachers attend these as part of their annual directed time. Support staff and practitioners attend INSET days which are part of their agreed hours.

## **Health and Safety**

Key information about Health & Safety is displayed on the H&S board in each setting. It is the individual responsibility of staff members to ensure that they are familiar with the information displayed on this board as well as procedures for evacuation or lock-down.

## **First Aid Procedures**

First Aid should always be carried out by a trained member of staff unless this is completely unavoidable. Debbie Holland, Lynne Ricketts and Sharon Paling have advanced First Aid certificates.

## **COMMUNICATION AND REPRESENTATION**

### **Employee representation**

A number of trade unions are recognised in schools and all staff have the statutory right to join a union and to be represented at individual meetings and in collective negotiation.

### **Grievance procedure or complaints procedure**

Where an employee has a complaint to make about an incident they should follow the school grievance procedure or complaints procedure. This will enable the complaint to be properly investigated and the outcome formally recorded. Employees who are dissatisfied with the outcome of the investigation into their complaint have the right of appeal to Governors.

### **Whistleblowing**

Employees have the right to raise concerns about their school under the Public Interest Disclosure Act 1998. This can be communicated through the school Grievance Procedure or through disclosure under the Corporate Whistleblowing Policy.

Upon receipt of a disclosure from an employee, the Governing Body or other appropriate party is under an obligation to investigate it and if appropriate, take action to remedy it.

## NOTICE PERIODS

### **Headteacher**

For resignations or dismissals taking place on 31 December or 30 April, Headteachers of BCC are required to give a minimum of three months' notice, terminating at the end of a school term. For resignations or dismissals taking place on 31 August, Headteachers or BCC are required to give a minimum of four months' notice, terminating at the end of a school term.

### **Teachers**

Notice from the employee:

31 December	For resignations taking effect from 31 December, two months' notice must be given; resignations must be submitted in writing by 31 October.
30 April	For resignations taking effect from 30 April, two months' notice must be given; resignations must be submitted in writing by 28 February.  However as the Easter holidays rarely coincide with the 30 April date it is custom and practice to allow staff to take up their new appointment with effect from the first day of term 5.
31 August	For resignations effective from 31 August, three months' notice must be given; resignations must be submitted in writing by 31 May.

Notice from the Governing Body to the employee:

31 December	For dismissals taking effect from 31 December, two months' notice must be given; notice must be served by 31 October. If a teacher has more than 8 years' service, they are entitled to an additional week's notice per year of service, up to a maximum of 12 weeks.
30 April	For dismissals taking effect from 30 April, two months' notice must be given; notice must be served by 28 February. If a teacher has more than 8 years' service, they are entitled to an additional week's notice per year of service, up to a maximum of 12 weeks.
31 August	For dismissals effective from 31 August, three months' notice must be given; notice must be served by 31 May. If a teacher has more than 8 years' service, they are entitled to an additional week's notice per year of service, up to a maximum of 12 weeks.

### **Support staff / Practitioners**

Support staff can resign with effect from any date, provided they give the notice period stated in their statement of particulars (contract). Most support staff have the following minimum contractual notice periods:

Grade	Minimum notice period required
BG1-9	Two months
BG10 and above	Two months

There may be exceptions to this; for example, if an employee is on a short-term temporary contract their notice period may be less than one month.

**During Assembly in case of fire** - Children are taken through Reception, Maple and Year 2 entrance - Quickest routes of safety.

### **School Improvement Plan/Strategic Plan.....**

School improvement plan will be led by the Teaching and Learning action plan which is approved by Governors and the LA (School Improvement Partner).

### **Staff Meetings Thursday 3:45pm**

Staff meetings are planned term by term and include a main focus and a feedback time. Staff meeting plans are displayed in the staff room so that staff can refer to content and what has to be prepared the week before they take place. Please check the plans for staff meetings so that you know when you have the responsibility to minute our work and decisions. It is a share responsibility to share minutes and to ensure that staff unable to attend meetings are kept informed and up to date.

### **Informing Parents.....**

At the beginning of each term **Literacy leaflets & Numeracy leaflets** informing parents of the Learning Objectives for the coming term are sent home through email.

A **Curriculum Planner** is also included, giving an overview of all subjects being taught each term. This is also updated on the school website. Please have these completed by the end of week 1 at the beginning of each new term.

Class Dojo is used to share messages and celebrate achievements and inform parents.

Parent consultations take place twice a year in term 2 and 4. A class report goes out to parents in Term 6. The school has an open door policy and parents are able to catch up with teachers at the end of the school day.

## **Assessment....**

### **EYFS**

In EYFS records of each child's progress learning are kept in children's Learning Journal. Each child's journal is updated through observations, photos and examples of work. Data is also recorded and tracked using INSIGHT in Autumn 2, Spring 2 and Summer 2.

### **Reception**

Term 5 moderation and final assessment

Phonics tracking

Running Reading Records

School adapted White Rose Hub mats assessment questions

Bench marking is completed when children move into Phase 3 Phonics

### **KS1**

At the end of Term 2, 4 and 6 formal assessment are completed and tracked this includes:

Benchmarking/Reading Level

Phonics Screening

Special Write

School adapted White Rose Hub mini assessments

The whole school completes ongoing teacher assessment through questioning, marking and feedback and INSIGHT tracking that informs planning, highlighting any gaps that need focus.

### **Marking....**

All staff to follow the new agreed Marking Policy 2020.

### **Reading.....**

We have well-resourced reading corners in each classrooms. The Reading Snug is timetables and used by all classes. Books in all reading areas are to be changed termly.

Children are taught through phonics through Letters and Sounds & Phonics Play. When developmentally ready each child will take home a book at an appropriate level to share with an adult. On-line reading material from Bug Club is also available. Please ensure your children have their username and passwords sent home regularly.

Regular communication between school and home is an important part of each child's progress in reading. Teachers, parents and children are encouraged to support reading by commenting in a positive way.

Reading is taught through guided reading sessions as well as individual and whole class reading sessions using a wide range of genres.

Children are encouraged to change their own books when they are able and log the change in

their Reading Record Book. All children have access to 'E books' at their own reading level allocated by their teacher through the online Bug Club.

When listening to children read, have a mark book/sheet set up ready to track dates of when children read to you. Please record in the record book when a child moves up a book band.

### **Photocopying**

This is monitored as it is very costly; we rely on staff common sense not to squander this resource, but to consider other alternatives, which may be **far** more exciting for the children. Please respect the next user, please do not leave a photocopier jammed or out of paper. Please let the office know if any problems arise. When using the photocopiers please inform the office if you use the last toner or open the last box of paper so more can be ordered before we run out!

### **Collection of Money**

Please ensure that any money sent to the office is clearly marked with pupils name and purpose (e.g. Class Visits, etc.) Please do not send loose money, all money needs to be clearly identified. The office will record money brought in for individual class purposes such as a class trip or photographs.

**N.B.** Please Do NOT leave money in the classrooms and especially not on desks either in the classroom or the office at any time.

### **ICT**

**All members of staff are required to read and sign the Acceptable use of IT policy.**

### **Insurance - Home use of school equipment**

No equipment removed from school must ever be left unattended in a car unless securely out of sight in the boot - the member of staff will be responsible for full replacement costs if stolen or damaged. Personal portable equipment will only be permitted to be used on site if it is added to the register and subject to regular preventative maintenance as required by the above corporate document.

### **Information Technology**

#### **Security of Laptops/ iPads**

When not in use and every evening, all laptops and iPads must be stored in classroom cupboards. Please up laptops away so that we comply with our insurance regulations.

#### **Back up of Laptops**

It is recommended that all data held on laptops are backed up to the main school network and Google Drive.

### **Educational Visits/Outings.....**

The office staff can finalise details of School Visits however, it is the Class Teacher's responsibility to organise and make arrangements.

Strict legislation governs the organisation of educational visits and they need to be planned well in advance. ALL visits off the school premises are considered to be Educational Visits.

The Educational Visits policy must be read before each outing and all planning completed before permission will be given for the outing to take place. Risk Assessments must be completed by the class teacher before each visit takes place and a report written after the trip. Safety information must be provided for all helpers and the trip leader must meet with all helpers before leaving school. Staff must wear a hi-viz safety jacket when supervising children on or near roads and take appropriate first aid kit. A trained first aider should accompany every trip.

### **First Aid**

Broomhill Infant school ensures it has at least one qualified first aider on duty at all times. Should a child sustain an injury in the school they must be seen by a First Aider and the incident must be recorded on an accident form and filed in the accident record file.

If there is a medical emergency in a room where only one member of staff is present then please telephone the office

Whenever **bodily fluids** have to be dealt with, an apron and disposable gloves must be worn. The items used for cleaning must then be discarded in a contaminated waste / nappy bin. Any contaminated spills must be cleaned with bioguard (which is kept in the first aid room) with a specific dustpan and brush.

If a child sustains a **head injury** of any kind they must be seen by a first aider. The child must be given a "bumped head" sticker and a "bumped head" letter must be given to the parent/carer at the end of the session. If the head injury is severe then the parent/carer is to be contacted by telephone and informed. They are also to be given the opportunity to come to see their child and take him/her home if they wish to.

If an injury, after being looked at by a first aider is considered to need further treatment, this decision should be made jointly by the first aider and senior member of staff on site. If appropriate, an ambulance should be called and the parents/carers informed immediately to accompany their child to hospital. If the parents/carers are unable to accompany their child then a first aider and a member of the Senior Leadership Team will do so and will stay with the child until the parent/carer arrives.

If it is necessary to transport a child to hospital by car, in the absence of the parent/carer then the member of the SLT who is insured to do so will transport the child with the first aider who will sit with the child in the back of the car.

First aid boxes in each class should have sufficient equipment to deal with minor injuries. Contents will be checked and replenished regularly by the First Aid team.

When classes or groups leave the site for trips, a specific first aid box will be taken, along with any asthma medication or epi-pens individual children may need. One designated first

aider will always accompany trips.

### **Lone Working (On site at school or off site (i.e. Home visits)**

If you have any reason (whether through choice or direction) to work alone please ensure you have read and understood the health and safety policy on 'lone working'.

At Broomhill we operate a non-lone Working Policy and staff can work at school in holiday times as long as they are in pairs or groups and have informed our caretaker. All members of staff are required to be offsite by 6.00 pm.

### **Pedestrian Vehicle Movement**

There is considerable congestion outside Broomhill Infant School in the morning and afternoon. The school car park and driveway are for staff only. Please take care when driving and especially when reversing. Please ensure that you close the gates behind you. You are not permitted to drive into the school grounds between the hours of 8.30 am - 9.15 am and 2.45 - 3.30 pm.

### **Portable Appliance Testing (PAT)**

Personal items of equipment should only be used with school if they have an up to date PAT testing label. School Laptops for teachers should be made available for the annual PAT Testing.

### **Security**

The codes for the doors to Broomhill site buildings are changed regularly. You are not permitted to share the code with any member of your family or friends. If there is someone in the office please wait for them to open the door for you.

### **Use of car to transport pupils**

Authorisation must be received from Hayley prior to transporting school pupils in private vehicles. If authorisation received, prior to transporting pupils, the school will need to view original copies of the following documentation:

Current Driving Licence, Car Insurance (indicating business cover to cover transport of pupils), MOT Certificate, Car Tax.

### **In case of children feeling ill**

Children who complain of feeling ill should be taken to the office, where the administration staff or a member of SLT will assess the situation and call parents if necessary. Reception children should be accompanied by their classroom LSA, who should remain with them until the situation is resolved. No child should **ever** be left alone if they are unwell. It is vital that the office have up-to-date emergency contact numbers, addresses and medical details for all pupils. It is good practice to have 3 emergency contact numbers for each child.

### **In case of parents being delayed in collecting children at end of school day**

Teachers are responsible for looking after children who have not been collected; all efforts must be made to contact parents. In case of persistent failure to collect, Hayley or Debbie will inform the Educational Welfare Officer-EWO.

### **After School Activities**

The people running the clubs are responsible for the children, ensuring that the pupils are handed to their parents at the end of the club and contacting parents if any children are not collected when the clubs end.

### **Pupils Leaving School to attend another school**

If you are aware that a pupil is leaving the school, please notify the school office as soon as possible. When a pupil leaves we have a maximum legal time of two weeks to pass on all information including a Common Transfer File (CTF) to the receiving school.

### **Request for planned absence (Pupils)**

Parents/Carers are expected to email or write to the school to discuss absence requests.

### **Playground Duty.....**

Adults **must** be in the playgrounds to supervise children at play at all times.

Children will be taught what to do if the hand up/SMSA's tambourine is heard.

1. Stop and listen
2. Line up quietly in classes
3. Walk in sensibly

Adults should supervise and engage in play with the children during these times.

### **School Meals (Staff)**

School meals cost £2.40 per day for adults. All meals must be booked **by 9.30am via the school office** and paid for in cash.

### **Security.....**

Be vigilant where personal belongings are concerned. Bring only minimal amounts of cash to work if possible and do not leave valuable items unsecure.

### **Classroom Security.....**

Please close all classroom windows at the end of each day, ensuring that the window levers are secure. Please lock demountable when leaving the building. Check that all unknown visitors

to your classroom are wearing a "Visitor" lanyard. If not ask them to accompany you to the office or send your green Cross Card to the office with a child.

### **Staff Dress Code and Professional Conduct**

As a role model for the pupils staff are requested that their standard of dress is appropriate. Dress code is smart casual with sensible shoes - toes and heels to be covered at all times for your own safety, no bare midriffs, low-cut tops, jeans (except black) are to be worn.

### **Tea/Coffee arrangements**

Staff have chosen to bring in their own tea and coffee.

PLEASE help maintain our staffroom as a reasonable place in which to relax by doing your bit of "HOUSEKEEPING"!

Please do wash and put away your own dishes, Thank you!

### **Telephone / Communication ....**

There is an internal link between the main office telephone and the phones in the school. To speak to the office, key in 201. All classrooms have a telephone but are not for external use. By each telephone there is a list of all the internal extensions.

All potential callers should be given the main school number 0117 3534440

### **Telephone Cascade to use in cases of emergency**

A staff telephone cascade is updated each Autumn Term. Hayley will make the first phone call in case of any emergency (e.g. the school being closed due to weather conditions) Please remember to update the office if you have changed your number.

### **Visitors and Visits**

Arrangements regarding visitors and visits must be discussed with Hayley prior to booking (please also refer to Health and Safety Section)

### **Volunteers**

We encourage and welcome volunteers at all times. Volunteers are not required to have a DBS. Therefore any volunteer must NEVER be left alone with a child and must all volunteers must be supervised by an adult. Volunteers add to the wide and varied curriculum we aim to deliver.

### **Finally your workload.....**

At times this job can cause stress. There are times when we all feel overwhelmed.

But, with careful management of your time (and knowing when to stop!), working at Broomhill Infants is immensely rewarding and very worthwhile.

If you ever feel unable to cope do not try to carry on. Talk to someone at the earliest opportunity and you will be supported immediately. The team at Broomhill is very caring & supportive of one another. Alternatively, if you would like to speak to someone outside of school you will find leaflets and information of the work force support counselling program that you can contact.

Michelle Higgs and Emma Packford lead the Wellbeing group alongside Governor Mair Allen. Please let them know of any ideas to enhance wellbeing or any concerns you may have.