



Staff Handbook and Code of Conduct 2023 - 2024


Implemented	September 2024
Presented by	Lisa Shaw
Ratified by Governors	
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Bridgelea Primary School Vision & Mission Statement


Our overall vision of '**Understanding People**' captures our core purpose perfectly. At Bridgelea we want to help our children, families, and communities to understand themselves and others more, whilst keeping their understanding of the statutory and wider curriculum.

COMLP Vision: **New Beginnings-Positive Futures.**

Our 5 values directly reflect our main principle; nurture. We believe that all of our young people deserve the best education possible and we do this by creating the conditions for them to thrive.




New Beginnings – Positive Futures




Our Shared Values

<p>Communication We seek to understand each other better through clear and effective communication</p>	<p>Inclusivity Being inclusive is intrinsic to our approach with learners, staff, parents and Governors</p>	<p>Nurture We seek to ensure our learners and staff feel safe and supported in every aspect of their lives</p>	<p>Resilience We want to equip our young people with the knowledge and skills to independently sustain positive choices</p>	<p>Aspiration We have the highest aspirations for our learners and staff and we build our environments to deliver success</p>
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We are guided by the 6 principles of nurture in everything we do



<p>Language as a vital means of communication Elklan trained staff SLCN specialists</p>	<p>Importance of nurture for the development of well-being PASS Rights Respecting Nurturing Schools Programme Student and staff well-being</p>	<p>The Classroom offers a safe space Trauma informed practice ACEs and Attachment aware Restorative approaches Team Teach</p>	<p>Importance of transition in pupil's lives Outreach offer Post-16 support Admission and Re-integration Structures and routines</p>	<p>Children's learning is understood developmentally Literacy and numeracy Strong SEND practice Boxall Profiles Graduated Response 'Stage not age'</p>
<p>All Behaviour is communication Curious not judgmental 'Understand the behaviour'</p>				

UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.



Introduction

A warm welcome to **Bridgelea Primary School**. We hope your time at **Bridgelea** will be a happy, rewarding time of learning for both you and for your pupils.

This handbook has been compiled to provide you with the necessary information about school procedures. The Staff Handbook is available to all staff and reading it is highly recommended. Staff should also refer to other school policies which are available in the Staff Room at Withington and the Staff Room at Longsight. This handbook incorporates The Teaching Standards: Personal and Professional Conduct as set out by the DfE in September 2012.

If any of this information is unclear, or if we have missed out anything that you feel you need to know, please do not hesitate to ask any senior leader or current member of staff; we are all here to help each other. Please do not feel any question is too trivial. What you tell or ask us will enable us to improve this Staff Handbook for future colleagues. Your perspective as a new member of staff member is vital in this process.

This handbook is organised into three sections

Section 1 – Ethos, Culture and Core Values

Section 2 – Personal and Professional Conduct

Section 3 – The Day-to-day Organisation

Section 1

The Ethos and Values of Bridgelea Primary School

Vision

“Understanding People”

Mission Statement

“We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school, with the best interests of the child at the heart of our work, and a proud founding member of the City of Manchester Learning Partnership.”

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.

- We value CO-OPERATION. As a school we co-operate with the community to inspire and empower every individual.
- We value COMMUNICATION. We believe that all behaviour is communication.
- We value DEVELOPMENT. All learning is understood developmentally.
- We value WELLBEING. We have a holistic approach to wellbeing across the school.
- We value DIVERSITY. We celebrate each other as unique individuals with rights that we respect.

The Staff School Culture

Ours is a very friendly, welcoming and caring school. We believe that people achieve more when they feel happy, secure and valued. Our philosophy is to educate the whole person; we want the children to enjoy their learning and we have high expectations for their academic, creative and social progress. Team spirit is very much part of the ethos here and there is high expectations of all staff, pupils and parents to work cooperatively, to make a positive contribution to the life of the school and to give their best.

There is a focused commitment on “Teaching and Learning”, which includes, staff, families and the community and we are proud of what we do. There is an emphasis on mutual support through which we develop our shared professionalism. We are reflective and adaptive in our practise. This is a safe place to make mistakes – making mistakes is a good way to learn! We are happy to try out new ideas, because we want to ensure that every child succeeds.

At **Bridgelea Primary School** we practice a culture of “no blame” and expect a solution focused approach to each situation as it arises.

The core values of the teaching profession

Given the importance of teaching to children and young people, parents, employers and to wider society, it is vital that the profession continues to develop excellent teaching practice and teachers adhere to high standards of professional conduct.

The staff are accountable to the children and community it serves and have a responsibility to carry-out their professional duties mindful of the high regard and important position they hold in our community and society. The staff of **Bridgelea Primary School** will foster a culture of the highest professional standards. This Hand Book and the Personal and Professional Conduct set out the standards expected and the duty upon staff to abide by the principles of professional practice including confidentiality, courtesy, collegiality, respect and integrity.

Principles of Professional Practice

All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school.
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

Propriety, Behaviour, Reputation and Appearance

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute.

A person's dress and appearance are matters of personal choice and self-expression. However, staff and volunteers should recognise that they are role models to the children and their choice of dress should uphold the school's expectations for the children. Staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct. Please refer to school dress code.

Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Confidentiality, Integrity and Security

We expect staff to have an awareness and high regard for the confidential, sensitive and important nature of their role and will be mindful of this at all times including formal and informal discussions with parents, other members of staff, children and the wider school community. Particular attention should be paid in public areas of the school such as corridors, the playground and the team room.

A “needs to know” approach should be adopted to safeguard this principle and to ensure no child or group of children is unfairly stereotyped or unnecessarily spotlighted. Where possible no names should be explicitly mentioned whether for positive, negative or information purposes in public areas, unless it is on a need to know basis for all present to hear.

Staff should avoid being ‘drawn’ into discussions which relate to school matters or matters regarding an individual child, group of children or their families. If there are any concerns in this matter please refer them to the Headteacher or Management Group. Details relating to children are confidential and should only be shared with staff, as part of their professional role or with the parents/guardians of the child in question.

Confidential records including those in hard copy, on a laptop or on a memory stick should be kept in a safe place at all times and should not be left in open places in school at home or left in cars.

Section 2

Personal and Professional Conduct

The governing body of **Bridgelea Primary School** will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty upon staff, volunteers and governors to abide by it. All staff, governors and volunteers have a duty to keep pupils and themselves safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that

demonstrate integrity, maturity and good judgment. Following this Code of Conduct will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils.

Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, “whistle blows” or makes a public interest disclosure will have the protection of the relevant legislation

This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.

All teachers must by law be registered with the National College for Teaching and Leadership and comply with the *Teaching Standards* which are therefore incorporated into this Code of Practice. These documents can be accessed at <http://www.gtce.org.uk> . The document *Working Together to Safeguard Children 2023* is also incorporated into this Code of Conduct.

This Code of Conduct forms part of the school’s disciplinary rules for staff. A serious breach of the Code will be regarded as gross misconduct. A less serious breach may result in a disciplinary warning.

Where an allegation of abuse is made against a member of staff the Governing Body will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education* published by the Dfe and in force from January 2009 and the school’s *Low Level Concern and Allegations Against Staff Policy*. This guidance is about managing allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It will be used where it is alleged that a member of staff or a volunteer or a governor has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,

- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Confidentiality

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated child protection responsibilities.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage of sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

Gifts

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Personal gifts given to pupils could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the school's behaviour policy, recorded, and not based on favouritism. Staff who wish to provide a personal gift, must

ensure that this has been discussed with a member of the SLT, parent/carer for the child and that this is logged on CPOMS.

Social Contact and Social Networking

Staff in school should not establish or seek to establish social contact with current pupils or past pupils under the age of 18 years, for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as Facebook, Twitter, Instagram and Snapchat. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position.

Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils.

Physical Contact and Personal Privacy

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. 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 pupil.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil

Pupils are entitled to respect and privacy when changing clothes or taking a shower. 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 pupils concerned and sensitive to the potential for embarrassment.

Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct.

All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

One to One Situations and Meetings with Pupils

Staff working in one to one situations with pupils are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/guardian and the head teacher or other senior colleague with delegated authority.

Transporting Pupils

In certain situations e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded

Educational Visits and School Clubs

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. The school has a policy on educational visits which forms part of this Code of Conduct.

Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff.

The governing body is required by law to have a policy on sex and relationships education and it forms part of this Code of Conduct.

Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for school websites, productions or other purposes.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place. Pupils who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment.

Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Using images of pupils for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

When using a photograph the following guidance must be followed:

- if the photograph is used, avoid naming the pupil
- if the pupil is named, avoid using the photograph
- images must be securely stored and used only by those authorised to do so.
- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify the images made
- do not make images in one to one situations.
- do not take, display or distribute images of pupils unless there is consent to do so.

The school has additional guidance on the use of images which includes a consent form. The guidance forms part of this Code of Conduct.

Internet Use and Electronic Communication

The school has a separate policy on internet use, electronic communication and security which forms part of this Code of Conduct.

Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people.

Sharing Concerns and Recording Incidents

All staff, volunteers and governors must and governors must be vigilant and share concerns and report incidents. Whistleblowing and the Low Level Concerns Policy are the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The following “Red Flag Behaviours” give indications of the kinds of situations which should be shared with a senior member of staff.

An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in away which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

Child Safeguarding Competences for staff and volunteers who work with Children and Young People

The following competences are necessary:

Emotional Awareness

- Aware of the range of emotions in self and others
- Demonstrates empathy for the concerns of others
- Listens to and understands directly and indirectly expressed feelings
- Encourages others to express themselves openly
- Manages strong emotions and responds constructively to the source of problems
- Listens to personal comments without becoming defensive
- In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
- Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
- Shows respect for others' feelings, views and circumstances

Working within Professional Boundaries

- Demonstrates professional courtesy
- Accepts responsibility and accountability for own work and can define the responsibilities of others

- Recognises the limits of own authority within the role
- Seeks and uses professional support appropriately
- Understands the principle of confidentiality

Self-awareness

- Has a balanced understanding of self and others
- Has a realistic knowledge of personal strengths and weaknesses
- Can demonstrate flexibility of approach
- Shows a realistic appreciation of the challenges of working with this client group

Ability to Safeguard and promote the welfare of children and young people

- Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people whatever their life circumstances
- Has a good understanding of the safeguarding agenda
- Can demonstrate an ability to contribute towards a safe environment
- Is up-to-date with legislation and current events
- Can demonstrate how s/he has promoted 'best practice'
- Shows a personal commitment to safeguarding children

Section 3

School Organisation

THE SCHOOL DAY

All staff are to be onsite by 8.30am. The school day for Teachers finishes at 3.30pm with the exception of Wednesday when it is a 4.30pm finish and Friday when staff can finish at 2.30pm. The school day for Teaching Assistants finishes at 4.00pm with the exception of Wednesday when it is a 5.00pm finish and Friday when staff can finish at 2.30pm. All staff must ensure that they sign in and out of the electronic inventory in reception at Bridgelea Withington and Bridgelea Longsight.

Staff need to ensure that they are arriving in good time to be in their classroom and ready to start work at 8.30am. Staff should not be arriving and signing in work at 8.30am. Staff are advised to arrive to work by no later than 8.25am.

Children attend between 9.00am and 2.00pm and staff work through the day with no break until children have left at 2.00pm.

Lunch is provided for staff who eat with children as part of a nurturing approach. A 30 minute break will be provided for staff after the children have gone.

Registration

All staff are reminded that this is a legal document and must be completed at the beginning of each session.

Teachers should complete the register for their class by no later than 9.30am for morning registration. Afternoon registration needs to be completed by no later than 12.00pm.

The registers should be marked as follows:

- those present in / for am and \ for pm
- those absent with no reason given when registration closes should be given an 'N' code.

All absence notes should be forwarded to the office. If no note or message is received a phone call home will be made by the office to establish the reason for absence.

Lates (i.e. those who arrive after the register has been taken) should be marked with U. Persistent lateness should be brought to the attention of the Designated Safeguarding Lead.

Money

Dinner money is due on Mondays and all money should be sent to the office in a clearly marked envelope.

Any other money received should be sent to the office.

Accidents

All injuries that happen on school premises or whilst on a school trip, and the treatment given, should be reported on the Accident section within Iris. Serious incidents should be recorded on the LEA incident form. This also applies to accidents to staff.

Parents should be informed of incidents their child has been involved in (unless very minor). A head injury note should be issued if the child has had a bump to their head. If a child receives a blow to the head the parent must be informed immediately. This does not mean that the parent has to come to the school but the option to do so is offered.

Educational Visits

At admissions meeting, parents will be asked to sign a consent form for their children to be taken off site for local visits e.g. church, local area etc. A letter needs to be sent to parents/carers for any trip that will involve children being off site for the full school day. Guidance should be sought from the Headteacher in relation to trips which require parent/carer consent.

The Deputy Headteacher must approve all visits well in advance of the trip. Staff are responsible for asking for permission for any educational visit they are planning to undertake with their class, asking the office staff to book and cost the trip, completing a risk assessment, and drafting the letter to parents. A member of the Senior Leadership Team must approve the letter before it is sent to parents.

The teacher must take the school's mobile with them if there are any trips off-site.

Safeguarding Children, Child Protection, Vulnerable Children and Whistleblowing Procedures

The Headteacher and DSPL are the designated personnel for child protection. If you have any concern about a child you should log this information on CPOMS. Once you have passed on your concerns, your responsibility has been fulfilled and you may not be included or informed in the next stage of the process.

Not all child protection information results in a referral, small pieces of information may not be significant on their own, but can help to contribute to a 'jigsaw' of abuse.

If however, you continue to have concerns for the child and are not satisfied that the child protection procedure is being followed, it is your duty to challenge the Headteacher and DSPL and if you continue to have concerns you should follow the Whistle Blowing Policy and bring your concerns to the immediate attention of the Chair of Governors.

If you have any concerns ***do not let the matter drop or think that another agency will pick up any concerns.***

If you have any concerns that can not be immediately handed on to a DSPL then the Children's Services Contact Centre telephone number is **0161 234 5001**

Emergency Procedures – Fire Alarm

The continuous ringing of the school alarm system is the signal to evacuate the building. Staff within each class have a responsibility for their own pupils and leading them out of the building. Each class must leave the building from the nearest exit and line up at the bollards at the end of Bridgelea Road at Withington and in the main Car Park at Plymouth Grove. Please refer to the school's Fire Evacuation Policy.

Once outside the class registers will be brought to teacher by the office staff. The class teachers call the register as quickly as possible, children only being required to shout "Yes" to establish that all are present. Once all children are accounted for the teacher holds the register up to signal that all children are present.

Staff and children should stay at the fire point and await further instruction.

There will be at least one drill per term.

Display/Classrooms/Corridors

Teachers should give priority to the creation of an informative, stimulating and well-organised environment within the classroom. Classroom environments are very important communicators of school values and expectations, and a high regard should be given by all staff to ensuring that rooms and shared spaces including cloakrooms and corridors are tidy, attractive and clutter free.

The quality of displays forms a non-verbal statement about the ethos of the school, the importance it places on a quality learning experience, the curriculum opportunities and the school's improvement priorities.

Displays can inform and stimulate, prompt inquiry, celebrate achievement and model high expectation. In addition to their own classrooms teachers will be given a board within the school.

Towards becoming a sustainable school and to promote positive ecological values staff should model the importance of caring for finite resources e.g. taking care when photocopying, recycling pieces of paper, accounting for pencils, putting curriculum resources away carefully so that they can be found quickly by other staff.

Staff should also encourage children to take responsibility for resources, to put them away tidily and to understand that resources are finite, everything costs and everything has a value.

It is the responsibility of the class teacher to ensure that all resources are returned to the appropriate place and in the conditions they were found.

School Dress Code

The school has adopted a clear dress code for the pupils, which is green sweatshirt/cardigan, white polo t-shirt/shirt and grey/black pants/skirt. It is designed to promote high expectations of the pupils as well as a sense of belonging. The predominant colour is green with additional colours of black and white. Items with logos including football team preferences are strongly discouraged as this can be invidious. It is the responsibility of class teachers to encourage children to be smart and presentable in wearing the school uniform/colours and teacher should address any concerns with the child's parents at review. Families can purchase school clothes and other school related items from the admin office.

Jewellery

For safety, particularly during PE, pupils should be encouraged to keep long hair tied back and all jewellery with the exception of watches and small stud earrings, are discouraged.

Staff Dress and Conduct

Staff are seen as a role model and, as such, should always give careful consideration to how they dress and act. To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff.

The school has adopted a process for smart, casual work wear to support staff with the physical demands in the role. Staff should consider the length of shorts and also the cut of tops to ensure that their bodies are appropriately covered. E.g. No jeans, or flip-flops or Crocs, uncovered shoulders (i.e. no "spaghetti straps" on summer clothes), sports clothes when not teaching sports etc. Staff footwear should be a full shoe, boot or trainer.

Whilst it is not possible to list every possible clothing option here, it is hoped that staff will support the safer code of professional conduct and will dress in a way that reflects the high esteem we are held by children and their families.

Whenever in school e.g. undertaking PPA or subject leadership responsibilities staff should maintain a high standard of professional dress

To maintain a professional appearance and to be consistent with the high expectation placed on children and the families of **Bridgelea Primary School**, the wearing of casual items such as jeans, sports clothing, football team clothing or items of clothing that could be deemed by others as too revealing should be avoided.

Due to health and safety reasons the wearing of flip flops or shoes without a back and baring shoulders is not allowed.

Pupil Care and Well-Bring

It is expected that staff will maintain a professional relationship with children at all times and conduct themselves in a proper and acceptable way in their dealings with children. Staff must exercise judgement in deciding upon the difference between open, honest, friendly, and caring involvement with children based upon trust and good humour as against over-familiarity, which might lead to a breakdown of what is universally accepted as appropriate staff/child relationships

At times an adult may need to make physical contact with a child dealing with first aid matters or when comforting a child who is in distress. The school accepts this as normal practice. However, staff must not place themselves in a position where accusations of improper conduct could be made.

Teachers need to exercise extreme caution in placing themselves in any situation with children where accusations of improper conduct could be made.

Staff Absence/Lateness

If you are unable to attend school, please contact Lisa Shaw 07712 330424 or Diane Hallworth 07921 476440 as soon as you are aware by phone at the latest by 8.00am. You can leave a voicemail and your call will be returned by 10.00am. You should indicate the reason for your absence and you should contact the above named SLT by no later than 3.00pm each day to advise whether you will be available for work the following day. Failure to follow the reporting absence process will result in a Management Note of Guidance being issued.

If your doctor signs you off as unfit for work, the note must be forwarded immediately to the school office, you are not required to report daily but must contact Lisa/Diane at the end of each week to provide an update on your well-being. Upon return after illness you are required to complete a self-certification form and a Return to Work Interview Form, which are available in the office.

All medical appointments should, where possible, be made outside of the school working day. Emergency medical appointments will be authorised at the discretion of the Headteacher.

Staff should be in school in good time to begin their school day. If you realise you are going to be late, e.g. because of bad traffic or car problems, please try to phone in so that we can make the necessary arrangements.

It is not acceptable for any member of the teaching or support staff to request leave of absence during term time unless it is under **exceptional circumstances**. All teaching and support staff are expected at the INSET days and if this is not possible the Headteacher should be notified in advance.

The school acknowledges that staff may have holidays booked in advance due to family commitments and availability but the Headteacher will not authorise leave of absence.

The school adopts a flexible working policy. All requests for flex leave need to be made via the Headteacher and staff will be required to repay the time by the end of the same working week.

Failure to comply with this will result in the Headteacher informing the Management Group

Smoking

Bridgelea Primary School operates a 'No Smoking' Policy, in line with Manchester City Council. Staff are not permitted to smoke during working hours within school grounds. This includes the use of electronic cigarettes.

Mobile Telephones

Staff are not permitted to use personal mobile telephones during school working hours. You are required to seek authorisation from a member of SLT if you need to access your mobile phone for personal reasons.

Transfer Of Records

The school has to pass on records of a pupil transferring schools within 15 working days. This includes up-to-date teacher assessment. Office staff will post off any records and complete the 'common transfer form' online.

Valuables

Members of staff should not leave items of personal property unattended. Lockers are provided at both sites, mobile telephones and handbags must be locked away during the school day. Similarly, children should be discouraged from bringing into school items of personal property because of possibility of damage.

Medication

Asthma inhalers should be kept in classrooms so that children can access them if needed. They should be taken to the swimming pool and outside if lessons are taking place elsewhere on the site. They must always be taken on school trips. Other prescribed medication such as Epipens, Piriton etc are kept on the shelf in the school office in boxes with the child's name on the front. Parents are responsible for checking the use by dates on the medication regularly. If a child requires prescribed medication to be administered to them during the school day, then parents are required to write a letter giving permission for the medication to be given. Please refer to the governor's policy on administering medicines for further details.

Security

Doors should be kept closed during school sessions; do not let the children outside for any reason unless you are with them or they are supervised by another teacher or member of staff. Outside doors are to be shut at 9.00am.

If you are a key holder do not, at any time, allow anyone other than school staff to have access to it. Keep your keys safe at all times.

Please ensure that all visitors sign in and follow the security measures in place. Visitors must display a **Bridgelea Primary School** visitors badge at all times.

Health And Safety

The safety and well-being of our pupils is paramount. All staff therefore have a duty to assess risks before starting any activity. For example, assessing the safety of PE equipment, cooking activities, outdoor activities etc. Risk assessments do not always have to be written down in great detail. However a mental note should be made and where necessary a note should be made in the planning that risks have been assessed. e.g. H&S.

Hot drinks are permitted in the classroom during 9.00am and 2.00pm however, staff are required to use a cup with a sealed lid to avoid the risk of spills and burns. All Classrooms are equipped with a kettle and toaster, staff must ensure that kettles are emptied immediately following use.

Classroom Equipment During And At The End Of The School Day

The class teacher is expected to leave their class in a reasonable condition which does not hinder the cleaning. All electrical equipment should be turned off and resources returned to the appropriate places. Children should be encouraged to clear their desks and stack their chairs. Lights must be switched off whenever the classroom is unattended and it is the teachers' and other staff's responsibility to see that this happens.

Communication Processes

A smoothly running school is dependent on a number of factors not least of which is effective communication systems. Staff are encouraged to be open and honest in their communications and to maintain high standards of professional discourse and courtesy at all times. There are a number of systems by which long term, medium and short term information is communicated

Policies and Procedures

A copy of the policies and procedures for Bridgelea Primary School are available in the staff room at Central and the staff room at Plymouth Grove.

Budgets

At the start of the financial year budgets are set either in response with ongoing costs: fuel bills, school maintenance, curriculum resources or in line with the school's development plan, curriculum development, professional development etc.

Petty Cash Procedures

Petty Cash request forms are available in the admin office. You will need to write your name, budget code, amount requested and reason for purchase. A Petty Cash Claim Form must be completed for **all** purchases. You must list each item separately on the claim form and the individual item price. Please include the total amount being claimed at the section at the bottom. Authorisation **must be obtained prior** to any purchases being made. Petty Cash will be paid out weekly where monies are available. Receipts dated over 4 weeks old will not be paid. Receipts will only be accepted for items being claimed for. **You must ensure that all personal shopping purchased separately.**

Ordering Procedures

Requisition Slips are available in the admin office. You will need to write your name, budget code, supplier, order number and clearly state the number of items required and the colour as necessary.

Smaller or perishable items such as ingredients for cooking can be purchased and money reclaimed budget providing full receipts can be provided. Permission must be sought from a senior leader ahead of time before these are made.

More substantial spending should be part of the school development plan and are linked to the original budget bids. All invoices are cleared by a member of the senior leadership team.

Spending over £2000 requires three competitive quotes before purchases can be made and must go through the Governing Body.

Deliveries are checked off by one of the office staff or the caretaker. When items are missing or faulty replacements will be requested to arrive as quickly as possible.