



eastbury
primary
school



Partnership Learning

Staff Handbook

September 2018

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Part 1

Staff Information



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1. Welcome

Welcome to Eastbury Primary School.

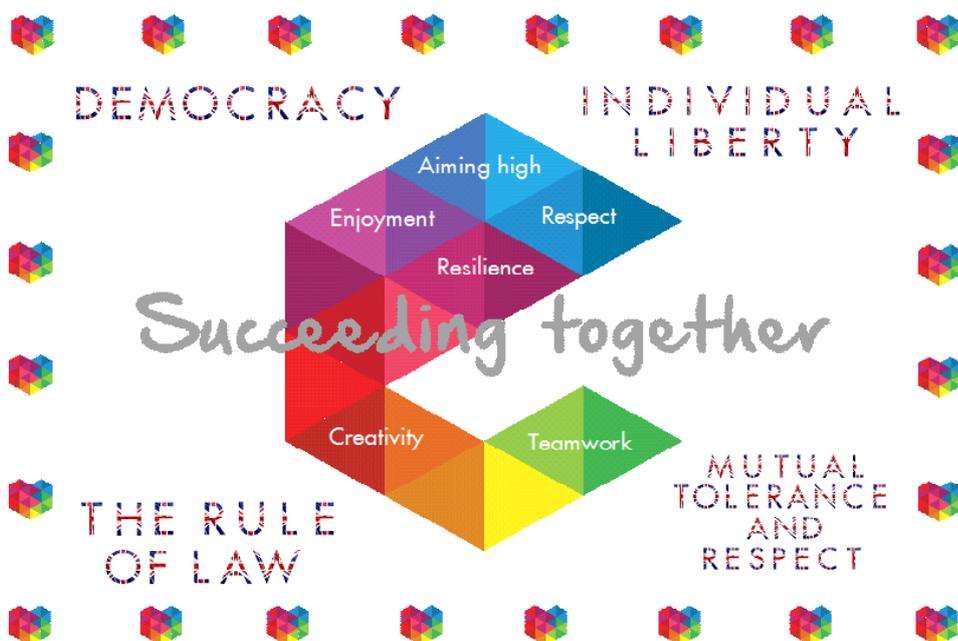
This staff handbook is intended to provide information about the school and its routine administration to enable staff to carry out their role. New members of staff should use this pack and related documents to give themselves vital information about Eastbury Primary School policy and procedures.

We are an academy converter school within Partnership Learning, an academy trust that also oversees the following schools in Barking & Dagenham:

- Greatfields School
- Harrow Lodge Primary
- James Cambell Primary
- Riverside Bridge
- Riverside Primary
- Riverside School
- Sydney Russell (lead secondary school)
- Thames View Juniors
- The Albany School

2. School Ethos

At Eastbury Primary School we strive to model the following school and British values:-



We wholeheartedly endorse national legislation relating to Equality in Education and so therefore:

- ❖ Welcome cultural and linguistic diversity.
- ❖ Reject and oppose discrimination and are concerned to promote equality of opportunity, racial justice and good relationships between all groups.

All our staff, children and parents are treated with the same care and consideration irrespective of their sex, religion, race, nationality or sexual orientation.

3. Roles & Responsibilities

Senior Leadership Team

Name	Role
Joseph Wilson & Lisa Shepherd	Co Headteachers
Jacqui Sanders	School Business Manager
Claire Trench	Deputy Headteacher, Head of Inclusion
Suzanne Steed	Assistant Headteacher, Head of EYFS & KS1, Designated Safeguarding Lead
Jo Hodges	Assistant Headteacher, Head of KS2 & Pupil Premium
Khaled Subhan	Director of Learning
Jen Ferguson	Director of Learning

Leaders of Learning

Elisabetta Maddox	Sue Stevens
Emily Bailey	Emma Manning
Grace Abwooli	Asdghig Yeranossian

Special Needs & Inclusion

Maxine Sealy	SENCO
Asdghig Yeranossian	Head of ARP
Irena Markova	EAL Lead

Subject Leads

Elisabetta Maddox	Maths Lead
Jen Ferguson	English Lead
Khaled Subhan	IPC/Science Lead
Grace Abwooli	Phonics Lead
Rani Maan	RE Lead
Ana Martinez	Foreign Languages Lead
Hasna Begum/Asdghig Yeranossian	ICT Lead
Marz Haffeji	Sports Lead
Tharema Islam	Art/DT and Music

Administrative Team

Jacqui Sanders	School Business Manager
Sharon Green	Senior Finance Officer
Tina Trayler	HR Administrator
Carole Gale	Family Liaison Officer, Eagles & Breakfast Club Manager
Abbie Vincent	Attendance Officer
Michelle Millar	Front Office Co-ordinator
Sacha Martin	Admin Assistant
Razmina Begum	Admin Assistant
Yusuf Alom	IT Network Manager

Site Management

Mohammed Ali	School Site Manager
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The Local Governing Board

The Local Governing Board meets half termly. An agenda for each meeting will include all the tasks the Governing Board is required to consider and the Governing Board will commission assignments or activities arising from the business of the meeting. These will be recorded in the minutes. Through these meetings the School Improvement Plan is agreed and reviewed.

Name	Role
Matt Millar MBE	Chair
David Backhouse	Vice-Chair
Huma Raza	Trust appointed Governor
Lisa Shepherd	Co-Headteachers
Joseph Wilson	
Roger Leighton	CEO, Partnership Learning
Zaheer Ahmad MBE	Parent Governor
Irena Markova	Staff Governor

Partnership Learning Governance

We are under the management of Partnership Learning, a multi-academy trust who also manage other primary and secondary schools within Barking & Dagenham (see above).

Partnership Learning Trust has a Board of Trustees which meet on a termly basis. The trustees are Daniel Singleton (Chair), Malan Lazell, Sid Mubashar, Ian Rowley, James Farquharson, Roger Leighton and Peter McPartland OBE. The Board of Trustees delegates functions relating to Eastbury Primary to the school's Local Governing Board.

Staff Protocol

Absences from Work

All staff must call the relevant senior manager/ supervisor (see below) to notify the night before or by 7.30am in the morning to inform of their absence from work. If staff have been off sick they must confirm whether they are returning the next day by 2.30pm on the previous afternoon. **This should be done as a telephone call and not just a text message.** If the phone is not answered, a voice message should be left. Every effort should be made to *speak* to the relevant manager/ supervisor.

All staff must phone Lisa Shepherd on 07908 853 777 or on 07824 887 028. All midday assistants should contact Maxine Sealy.

Upon return to work after illness, staff must complete a self-certification form, and after a return to work meeting. For more information, please refer to the Sickness Absence Policy, available on SharePoint.

Please report to either Suzanne Steed or Joanne Hodges, Assistant Head teachers, at 8:30 am for a return to work interview if you are absent due to sickness for one or two days. Please report to Lisa Shepherd or Joe Wilson, Co-Headteachers, at 8:30 am for a return to work interview if you are absent for three days or more.

Should you require time off work to attend a hospital appointment or other reasons, you will need to complete a Request for Leave form, available from the school office, which should then be handed to Tina Trayler. Doctor, dentist, optician and emergency prescription appointments should be made outside of working hours.

Code of Conduct

All staff must read and sign the Staff Code of Conduct and return the signed slip to Tina Trayler in the school office. The Code of Conduct outlines the expected guidelines for staff behaviour in school. All staff employed by the school are to follow the Code of Conduct. Staff should be aware that a failure to comply with the Code of Conduct could result in disciplinary action including dismissal.

All staff should be considered as good role models for our children and families.

Any problems, however small, please discuss with a member of the SLT, rather than sharing amongst yourselves.

Personal electronic gadgets are not to be used in school unless for teaching purposes or during break or lunch times.

Staff areas such as the staff room should be kept clear and uncluttered. All staff should support each other in preparing and clearing the staff room.

Dress Code

Clothing appropriate to the learning activity or your working environment, but reflecting the professional nature of the school, is to be worn during working hours. No jeans are to be worn in school.

The normal dress code also applies for school trips, with the exception of sporting activities and residential trips.

All staff may be required to work outdoors and need suitable outer wear to make this comfortable, including gym footwear for P.E.

Confidentiality & Social Networking

It is imperative that all staff are aware of the necessity to remain confidential about all school issues, both within school and with the wider school community. Particular care should be taken when using social networking sites. Twitter, Facebook etc. are part of our communication systems, but can cause huge difficulties for staff. Please ensure that if you use these sites there are NO pictures of children from school uploaded on your personal accounts, or photos of yourselves or potentially controversial statements that would compromise your professional position in school, nor should any reference be made to children and individuals in school.

'Firewalls' are vital to protect your privacy, and it is essential that you check your security while using these sites.

If you need advice on this please refer to IT.

Confidential discussions between members of staff should be treated as such and staff must not have contact with children or their families through social networking sites.

Mobile Phones

Mobile phones should be kept in your bag or locker and not in the learning environment. During working hours emergency telephone calls should be directed to the school office. A member of office staff or the leadership team will contact you immediately.

4. Personnel & Professional Development

Performance Management

All members of staff have performance management objectives which are reviewed in line with performance management protocols. All teachers will be performance managed using the teachers' standards. All admin staff will be managed against the National Association of School Business Management (NASBM) Competency Framework.

All staff will be allocated an appraiser at the beginning of the academic year and will undergo performance management reviews throughout the year.

Where standards of performance do not meet the required standard and fail to improve adequately, capability proceedings will be followed as outlined in the Capability Policy.

Continuous Professional Development

Where possible opportunities for CPD are to be found through network learning, professional pairings, shadowing, mentoring and coaching. Opportunities for joint CPD with other schools will be identified and planned by staff and SLT.

Where individuals identify training needs that go beyond the above, staff should identify training opportunities. Requests for CPD should be made to line managers using the CPD Request Form, available on SharePoint. The school will keep a training log to track all CPD undertaken by staff.

When staff have received training or undergone professional development activities, outcomes and reflections relating to this must be shared with the rest of the staff to maximise impact across the school. This can be done by completing a Training Evaluation Form, available on SharePoint.

5. Health & Safety

Eastbury Primary School promotes a safe environment for children and so all adults working with children in the school must have a DBS check carried out and have signed a form to evidence that they have read the Disqualification by Association Guidance.

We aim to provide a safe and secure environment by ensuring that the school is kept tidy and apparatus and resources are stored safely. Potential hazards should be kept out of reach of children.

Please ask the School Business Manager if you have any queries or concerns.

Fire Safety

The fire alarm is a two-tone siren. All rooms in the school have their own fire evacuation plan displayed on the wall. Please take time to note the route for the area you are working in. In the event of a fire drill, please ensure that you:-

- Keep calm and exit by the nearest fire exit door leaving all possessions behind.
- Proceed to the assembly point on the school playground around the outside of the MUGA area.
- Listen to further instructions once all staff and children are in place and the evacuation is completed.

Security

We have an electronic sign-in and out system that should be used at all times. You must ensure that you use your ID badge to sign in and out when entering and leaving our school site. All staff must wear their school lanyard with identification at all times. If you lose your ID badge, a replacement can be obtained at the cost of £5.00.

All visitors must have their ID checked, signed in and given a visitor pass. They should also be handed a Safeguarding leaflet and a slip to sign and return to the office. Any visitor not wearing a badge should be approached and escorted back to the school office or a member of the leadership team informed.

Any visitor to the school who is not DBS checked will need to be escorted around the school at all times and should not be left unaccompanied with children at any time.

Lockers

Lockers are available for any staff who wish to use one. Please see Reception in the school office if you would like to use one.

Parking

All cars must be parked in a designated bay in one of the three school car parks. If when you arrive at work there are no available bays you should park your car off site. Under no circumstances should you park in front of the school gates or on the hatched lines blocking access and escape routes which may be required in an emergency.

Please ensure that the school has your car details, including make, model and registration number in case you need to be contacted regarding parking issues – please speak to Tina Trayler in the school office. There is free parking in the following roads around the perimeter of the school: Tresham, Lambourne and Digby Road.

Emergency and Medical Procedures

If you are feeling unwell or you need to leave school for an emergency, class based staff must speak to their Year Head and inform Claire Trench, Deputy Head (or another member of SLT should Claire be unavailable) and non-class based staff should inform Jacqui Sanders.

Well-Being

If you have a question or problem do not hesitate in seeking advice and support from your colleagues and appropriate member of SLT. If there is a staff grievance, staff should refer to the Staff Grievance Procedure, available on SharePoint.

If you have concerns about the conduct of another member of staff including management and Governors, the school has a Whistle Blowing Policy, available on SharePoint and in the staff room.

If you have concerns regarding your health and well-being please refer to your manager or appropriate member of SLT.

Hot Drinks

Unless secured in a cup with a secured lid or screw top lid, no hot drinks are to be carried around the school premises during the school day when children are on site.

6. ICT

ICT Acceptable User Agreement & E-Safety

All staff should ensure that they are aware of their professional responsibilities and adhere to our schools Acceptable User Agreement, which all staff must sign. This can be obtained from the IT department.

It is encouraged that all staff familiarise themselves with the school's E-Safety Policy, available on the school website and SharePoint.

School Databases and Information Storage

The school's current Management Information System is SIMS. This is where all student and staff information is kept and where class registers are taken. All staff will be given a login for this system – please speak to the IT lead.

The school's current data tracking system is Pupil Asset, a web-based software that is used for tracking pupil progress. All staff can be given a login if relevant to their role – please speak to the IT lead.

The school also uses SharePoint, a cloud-based storage website, which is used for storing and sharing curriculum-based material. School policies are also stored on SharePoint within the Admin folder. Access to SharePoint can be found via the school website under the Staff page.

The school uses Office 365 for the purposes of a school calendar alongside staff e-mails. The school calendar is used to record events, school trips, meetings, staff absences and cover. All room bookings on the Calendar should be arranged through Sacha Martin. If you would like to book a room, please email sacha.martin@eps.barking-dagenham.sch.uk

Printing

Staff will be able to print from PCs using their ID badge. All staff are allocated a monetary balance which supplies them with a limited number of printer credits. Your ID badge will need to be programmed onto the printing system. Please speak to IT for more information.

ICT Loan Agreement

If you require the loan of ICT equipment, you will be required to sign an ICT Loan Request form, available from the IT department.

Access to School Server

Staff should be able to access the school server from their computers in the classroom and PPA suite. If there are problems please inform the IT lead.

7. Safeguarding & Child Protection

Our school community has a duty to safeguard and promote the welfare of children who are our pupils.

This means that we have a Safeguarding and Child Protection Policy which incorporates all the aspects of Child Protection. All staff must read part 1 of the 'Safeguarding Children in Education Statutory Guidance' and the 'Disqualification by Association Guidance' and return a signed form stating that both of these have been read.

The school uses the Safeguard data system to manage safeguarding concerns. All staff will be provided with a login (please ask Suzanne Steed to set one up) and should record any concerns regarding a child's welfare on the system. The Designated Safeguarding Lead is Suzanne Steed and Gill Barrett, Joe Wilson, Lisa Shepherd or Claire Trench have all received level 3 safeguarding training and are able to advise and assist on any concerns you may have.

All Staff receive annual safeguarding and Prevent training.

When there are concerns about a child's welfare, we may need to share information and work in partnership with other agencies. We will endeavour to ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

8. Resources, Equipment & Stationary

Ordering

All orders must be placed through the use of a purchase order form, available from the school office. All ordering must be authorised by Co-Headteachers, Deputy Headteacher or School Business Manager (SBM) before being placed and details provided checked for accuracy to prevent delays and mistakes.

The form should be handed to the Senior Finance Officer for approval and processing.

All ordering must be in line with agreed budgets and have a direct link to the School Improvement Plan – in order for strategic planning and provision.

Stock Room

Classroom resources are stored in the school's stock room, which is kept locked and must remain locked after use. The key is held by Claire Trench who you will need to contact if you need access to the room. There is a shared responsibility from all staff to ensure the stock room is kept tidy and free from hazards.

Petty Cash

Before purchasing any items, you must fill out a Petty Cash Request Form which should be authorised by the Co-Head teachers, Deputy Head or the SBM and handed to the Senior Finance Officer before purchasing any goods. It will not be possible to reimburse staff for purchases that have not been authorised in advance. On purchasing the item, you must obtain a VAT receipt which should then be handed to the Senior Finance Officer. Re-imbursing petty cash will be handled by the Senior Finance Officer only. For more information regarding ordering and finance, please speak to the Senior Finance Officer.

9. Additional Information & School Policies

Staff Incentives

The school has incentives for staff who show continuous dedication towards the school.

SLT award members of staff with the accolade of “Star of the Month”, awarded as a result of exceptional work, attitude or achievement throughout a month. The recipient will receive a token of appreciation.

We strongly believe that a happy and committed staff are the best way to ensuring the school's success. We celebrate the contribution that our staff make through termly thank you breakfasts and arranging regular social evenings.

School Lunches

Adults who wish to have a school meal from the school canteen must set up a ParentPay account to pay for their meals. This information can be retrieved from the school office. You will then be able to pay online to have a hot meal from the school kitchen.

Tea, coffee and milk is provided for all staff by the school and is available in the staff room.

Academic Calendar

**LONDON BOROUGH OF BARKING AND DAGENHAM
SCHOOL TERMS AND HOLIDAYS 2018 / 2019**

 School Holidays  Bank Holidays

③ September = First day of Autumn Term ②④ July = Last day of Summer Term

 Other School Closures

SEPTEMBER 2018							OCTOBER 2018							NOVEMBER 2018							DECEMBER 2018						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
					1	2	1	2	3	4	5	6	7				1	2	3	4						1	2
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
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24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
																					31						

JANUARY 2019							FEBRUARY 2019							MARCH 2019							APRIL 2019						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
											1	2	3					1	2	3	1	2	3	4	5	6	7
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21	22	23	24	25	26	27	25	26	27	28				25	26	27	28	29	30	31	29	30					
28	29	30	31																								

MAY 2019							JUNE 2019							JULY 2019							AUGUST 2019						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
											1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
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20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
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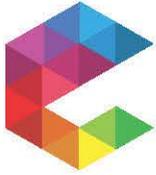
Yellow indicates days when the school is closed to children. 3rd January and 5th June are additional holidays for staff. The other five 'yellow' days are Inset Days which staff need to attend.

Policies & Procedures

All statutory and non-statutory Policies and Procedures are available on the school website or on the Sharepoint. There is a timetable for reviewing policies on a regular basis to ensure that they are up to date and meet statutory requirements.

Other general school information is available from the following sources:-

1. The school's website – www.eps.barking-dagenham.sch.uk
2. SharePoint
3. School Improvement Plan – please see the Senior Leadership Team for our current objectives
4. The School Office



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Part 2

Class and Curriculum Information

1. School Ethos

Eastbury Primary School has a very diverse community which is respected, celebrated and given due consideration in all policies and practice. The school ethos is one of aspiration and celebration of success. Every adult aims to be the best that they can be and this ethos permeates everything that we do and say.

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2. Class Information

A class list will be provided to all class teachers with all relevant pupil information available on SIMS. A profile for all children including any SEN needs will be provided for all class teachers by the SENCO.

Daily Routine

Timings for the School Day

All teaching staff should be in class by 8.30am. The official start time for teaching assistants is defined in their contract, however teaching assistants should be in class from 8.45am, in order to liaise with the class teacher and receive children as they come in from the playground.

Staff must be in the staff room for 8.30am on Friday mornings for a staff briefing session.

Any difficulties with keeping to these times should be directed to SLT.

The school runs a breakfast club every morning, which is managed by the Family Liaison Officer and run by the breakfast club staff. This is open from 7:45am for all children.

The school gates are open at 8:45am every day, after which children start arriving to class and prepare for the start of the day which is 9am. The gates close at 8.55am and any children arriving after that time are directed to the main reception. Designated staff and some SLT will attend the gates and playground to greet families on arrival. Please ask the deputy head for the current timetable for the gate duty.

Years 1 & 2

8:45 – 9:00	Early morning work
9:00 – 10:00	Session 1
10:00 – 10:30	Session 2
10:30 – 10:45	Break
10:45 – 11:45	Session 3
11:45 – 12:45	Lunch
12:45 – 2:00	Session 4
2:00 – 2:15	Break
2:15 – 3:00	Session 5

Years 3 & 4

8:45 – 9:00	Early morning work
9:00 – 10:00	Session 1
10:00 – 11:00	Session 2
11:00 – 11:15	Break
11:15 – 12:45	Session 3
12:15 – 1:15	Lunch
1:15 – 3:15	Session 4

Years 5 & 6

8:45 – 9:00	Early morning work
9:00 – 10:00	Session 1
10:00 – 11:00	Session 2
11:00 – 11:15	Break
11:15 – 12:15	Session 3

12:45 – 1:45	Lunch
1:45 – 3:15	Session 4

It is essential that these times are kept to in order to ensure the children get their entitlement to the school day timetable.

EYFS

The nursery and reception timetables change throughout the year to suit the needs of the children. Please speak to the EYFS Lead, Suzanne Steed, for more information.

Registration

Class Teachers register pupils twice a day. This is completed on SIMS. This will occur before the start of the morning and afternoon sessions. Teachers or TAs should also complete a dinner register every morning, recording what each child will be having for lunch on that day. This is completed in the dinner register book, which is kept in the school office.

In the mornings, children should be encouraged to unpack belongings and have an early morning activity to do as they settle for the register.

The registers need completing accurately to allow attendance and absence totals, as well as lunch totals, to be completed in the school office. Where a child is absent from school, an initial 'N' code is used. The attendance officer will be responsible for contacting parents to find out why their child is absent. If contact has not been successfully made and no reason is given to justify the absence, it will automatically be marked as 'O' – an unauthorised absence.

For children who arrive after 9am, the register should be marked 'L'. Where a child arrives after 9:30am, the absence will be marked as 'U' – an authorised absence for the morning. This will be completed by the office staff. This mark may be adjusted where an authorised reason is provided and accepted by the school.

All messages, letters and money must be put in the class register folder before being given to the 'register monitors' to bring to the school office.

Playtimes

Children must be accompanied to the playground by teachers/TAs where they must wait with the children until duty staff arrive. Staff on duty must be prompt onto the playground to ensure the safety of the children. A rota of staff on playground duty will be created and displayed in the staff room. If staff are unable to attend their playground duty, it is their responsibility to ensure that this is covered as a matter of Health and Safety.

Staff on duty are to get play equipment out whenever possible for children to enjoy an active break and put it away at the end of the session.

Children are to be encouraged to use the water fountains and toilets during their break.

Staff collecting children must be on the playground promptly before the bell is rung at the end of play. Children will then be walked up to class.

Lunchtime

Children go out to play unless they are first to lunch on the rota. Midday supervisors hold up class signs in the playground when it is time for each class to go into the dining room.

TAs are entitled to a half hour unpaid break for lunch.

As at playtimes, staff collecting children must be on the playground promptly before the bell is rung at the end of play. Children will then be walked up to class.

Wet Playtime

Class teachers should identify resources that can be used at these times and ensure the play leaders and children know what they can use.

Class teachers or TAs are to remain with their class during wet playtimes and TA's take staggered breaks during the rest of the morning. Please contact Suzanne Steed for wet playtime rota.

End of the Day

All class teachers walk children to the main playground at the end of the day and only dismiss children when they are collected by an adult or authorised older sibling. Children who are not collected 10 minutes after the end of the day are sent back into school to wait in the late collection room – the school library – with the designated staff member until 3:25pm. Parents who arrive after their child has been sent to the late room are directed there, where they will collect their child. The school gates to the playground are locked at 3:30pm. Children who are not picked up by this time wait outside the school office, where parents will pick up their children. If they have still not been collected by 3:45pm, they will be sent to Eagles Club and the parent will be charged for after-school club.

Children in Years 5 & 6 are allowed to leave the school premises on their own if their parents have given written permission. Parents will have to sign a "Permission to Walk Home Alone" and return it to school if they wish their child to go home by themselves. A list of children that have this permission can be obtained from the school office. Children in Years 5 & 6 who have permission to walk home alone can leave school with younger siblings in Key Stage 2 unaccompanied. Any children in Key Stage 1 and younger cannot go home under the supervision of a Year 5 & 6 child without a responsible adult.

If someone other than a parent or regular responsible adult arrives to pick up a child, the child can only leave if the parents or carers have authorised this via contact with the school office. If this has not been given, the class teacher must inform the school office, who will phone the parent/carer to confirm.

Assemblies

Staff are to escort their class into the hall for assemblies. Generally these take place in the dinner hall at the following times:

Monday - celebration

Years 3 & 4 – 3pm

Tuesday - celebration

Years 1 & 2 – 1:55pm

Years 5 & 6 – 3pm

Friday – radio assembly

KS1/Reception – 2:40pm-2:55pm

KS2 – 2:55pm – 3:10pm

Children remain in class and teachers tune in via the internet. Children present work on the radio and other general school announcements are made.

On days where there is no phase assembly, classes are expected to have a short class assembly, which includes time for reflection.

Parents are entitled to withdraw children from assemblies linked to religious festivals for religious reasons. In these situations children must be given relevant and **meaningful alternative provision**.

School Council

Early in each academic year, each class with their teacher will vote for 2 members of each class (a girl and boy) to be chosen to form the school council. Care should be taken to ensure that a range of abilities, terms of birthday and children for whom this opportunity could build confidence and give children a 'chance to shine!' are chosen for this important role.

Meetings are held half termly. Minutes are recorded or photographed and drawn, then shared with the whole school. A School Council display board communicates key areas the group are working on.

3. Class Cover

PPA & Release Time

All teachers have designated time to assess learning, plan and prepare for teaching. Where possible this is arranged to allow joint planning with teachers from the same year group. Leaders of Learning are all allocated Leadership Time out of class to focus on their specific duties. NQTs also receive additional time out of class.

PPA time can be covered by cover teachers, cover supervisors or TAs in pairs as agreed by SLT. This is outlined in the cover timetable, which is displayed on the PPA timetable in the staff room.

Linking with other schools to moderate and share practice is encouraged, but should be arranged with agreement from SLT.

Supply Teachers/Cover Teachers

We try not to use supply teachers but this is not always possible. There may be times when TAs or cover supervisors are asked to supervise the children and, where possible, this is arranged in advance. Weekly planning should be left clearly visible at the front of the class on classroom walls. Timetables must also be displayed along with a seating plan at the back of the class.

4. Health and Safety

Medical Needs

Health Care Plans and all medication is kept in the first aid room. Please ensure you are aware of the medical needs of the children in your class and that any changes or information given to you by parents is shared with administrative staff in the school office and the lead first aider responsible for care plans and co-ordination of medication. Care plans are displayed in the staff room along with photographs for staff to identify the relevant children.

First Aid

Each year group has at least one member of staff who is First Aid trained. Each class has a first aider list displayed on the wall – please refer to this when seeking a first aider in school.

Emergency and Medical procedures

If a child is feeling unwell:

- The child should be assessed by a first aider.
- The lead first aider (Ms Parmar) will check with a senior leader who will authorize if a child is sent home.
- The school office will contact the parents/carers if a child needs to go home. Otherwise the child will return to class to continue their learning.

If a child requires medication:

- The parent should complete the Agreement for School to Administer Medicine forms.
- Medication is to be administered by the lead first aider.
- Medication log is to be completed by the first aider administering medicine.

- Only medication prescribed by a doctor will be administered in school in accordance with the care plan. No paracetamol, Calpol or other over-the-counter medicine can be administered to children by the school.
- No child should bring any medication to school or take it home themselves. All medication should be transferred between the school and a responsible adult via the school office.

If a child has suffered a serious bump to the head or an injury at school:

- The child should be assessed by a first aider.
- The lead first aider or a member of senior leadership will decide if the injury warrants a phone call to the parents or a call to emergency services.
- The lead first aider will check with a senior leader who will authorize if a child is sent home.
- A head injury form/incident form is to be completed – this will be given to the parents.
- The school office will contact the parents/carers if a child needs to go home. Otherwise the child will return to class to continue their learning.

If a child suffers a medical emergency:

- Member of staff to request help from a first aider and telephone to liaise with emergency services.
- Headteacher or member of SLT to be informed immediately.
- Office staff should be contacted to inform parents/carers.
- Member of staff on scene/first aider to remain with the child.
- Head or member of SLT to make strategic decisions to ensure the safety of others.
- Head or member of SLT to liaise with emergency services on arrival on school site.
- If necessary, Head or member of SLT to decide who is to accompany child to accident and emergency. Administration of medicine sheet, care plan and emergency contact information sheet to be shared with medical professionals.
- Head or member of SLT to handover to parents/carers in accident and emergency.
- All staff involved to debrief with Head or member of SLT.

Fire Safety

All classes have a copy of the school's full fire evacuation procedure displayed on the wall, alongside their own individual fire evacuation route. Please take time to read through these procedures to familiarise yourself with what to do in the event of a fire alarm being activated.

The fire alarm is tested on Monday mornings at 7.30 am. On the last Monday of each term the alarms are tested at 10am.

PE

It is important that correct uniform is worn for PE. Plimsolls should be worn inside for most activities, trainers or plimsolls for outside games.

In the case where children do not have the correct PE kit but PE is outside and they have appropriate shoes then they should be included in the lesson and parents contacted to remind them to provide the correct kit. Teachers should assess the situation appropriately for each individual case and lesson.

Jewellery (including religious jewellery) should be removed including stud earrings when doing any physical activities. Hair should also be tied back. Sikh Karas can be covered by sports wristbands.

Equipment

Children must be supervised when taking equipment/apparatus to and from storage cupboards and children are not permitted to enter storage cupboards without an adult being present.

Lost Property

There is a lost property box located inside the automatic doors to the playground. All children's lost property is stored here. At the end of each term, lost property will be displayed in the main hall for parents to collect. Leftover items will be either recycled or disposed of. Other valuable lost items can be handed in to the school office.

Taking responsibility for possessions is an important learning task, but we do not encourage 'toys' to accompany children in to school. If possessions do come in, please organise a box for these to be stored securely until the child shares their belongings with the rest of the class.

Some older children may bring in mobile phones to school. Children will only be able to bring their mobile phone to school if their parents have signed a consent form allowing their child to do so. This form can be obtained from the school office. Phones should be locked in a secure place in the class during the day and handed back to the children at home time.

Parent Volunteers

We value having parent helpers in school. Carole Gale is responsible for volunteers. All volunteers must complete a DBS check before volunteering in any way and read and sign to confirm that they have read the Disqualification by Association Guidance. This is arranged in the school office in line with safer recruitment policy and procedures. It is important that parents and carers see good teaching at all times with a clear role for the volunteer to have, which is desirable, but not critical, as there are times when they may not be able to attend. It helps to have a routine for parents and carers so that they are very clear about their role and how they are to carry this out. If there is no time to talk each session, ensure notes and plans are shared to communicate what you would like them to do.

5. Information, Communication and Technology (ICT)

IPads

Every classroom has an allocation of iPads for the children to use as an enhancement tool for the curriculum. It is the responsibility of the class teacher to ensure these are kept secure and charged when not in use. Every class teacher is also allocated an iPad for their use, the main purpose being access to email and the school calendar, however with a free Office 365 account the iPads also provide access to Microsoft Word and Excel for planning and preparation purposes. The iPads may be taken off site and used for personal use, this must fall within the expectations of the Acceptable User Policy. Staff are entirely responsible for their allocated iPad and will be charged in full for repair or replacement. We recommend that staff cover them on household insurance.

School Website

It is the responsibility of all teachers to ensure that curriculum information for their year group is current and correct in order to keep parents, carers and children informed and engaged in the life of the school. All new information must be sent to the Network Manager.

Twitter

The school has its own Twitter account, through which it sends tweets about the children's learning, activities and achievements. These are not reserved for any particular events or times and can be used by any staff to post any photos of children's learning for other parents and staff to view.

Some parents will explicitly state that they do not wish their child to be included on photos that are posted online. These children will be listed on a separate "No Photo List", which can be obtained from the school office. Please take note of these children to ensure that if they are in your class, their photos are not posted online on any platform.

Mobile Phones

Mobile phones are not permitted to be used during teaching sessions and are not allowed on the playground, in assembly or during any time when adults are with children. An exception to this is during school visits and outings.

6. Pupils

Uniform

	Boys	Girls	Optional
Nursery	Black/grey jogging bottoms White polo shirt Black V-Neck sweatshirt	Black/grey jogging bottoms White polo shirt Black V-Neck sweatshirt	
Reception & KS1	Black/dark grey trousers White polo shirt Black V-Neck sweatshirt	Black/dark grey trousers or knee length skirt White polo shirt or any colour summer dress Black V-Neck sweatshirt or cardigan	Children may wear ties if they wish to, but it is not compulsory for these year groups.
KS2	Black/dark grey trousers White shirt Black V-Neck sweatshirt School tie	Black/dark grey trousers or knee length skirt White polo shirt or blouse or any colour summer dress Black V-Neck sweatshirt or cardigan School tie	Blazer optional for Year 5 & 6 boys and girls
PE Kit	Plain white t-shirt Black shorts Plimsolls or trainers	Plain white t-shirt Black shorts Plimsolls or trainers	Jogging bottoms and sweatshirt for outdoor PE during the colder months

No necklaces, bracelets, rings or 'dangling'/hooped earrings. Plain studs are allowed but must be removed for PE lessons.

Only black school shoes or plain black trainers to be worn. No heels, sandals, brightly coloured trainers or exposed-toed shoes.

No 'razor lines', mohawks or colours in hair.

No hoodies permitted.

Children who break the expectations for uniform should be challenged. Uniform slips are sent home informing parents when children are not wearing correct uniform. If no positive impact is made, a conversation with a parent can be had and will then be referred to SLT.

Vulnerable Groups

Analysis of outcomes will include an overview of vulnerable groups and give due regard to those with protected characteristics.

Vulnerable groups include: Free School Meals, Pupil Premium, Looked After Children, English as an Additional Language, Gypsy Roma Traveller, SEN/D and other groups vulnerable to underachievement identified through the analysis of attainment data.

All planning will indicate where consideration has been given to children from vulnerable groups; a pupil profile of vulnerable groups in each class is available and should be kept in the planning folder to support this process.

Planning will also indicate where work has been differentiated for low, middle and high attainers.

Special Educational Needs

The Head of Inclusion and SENCO are responsible for the monitoring of interventions and support. Interventions are planned, monitored and reviewed through provision mapping and pupil progress meetings. All teachers should have a sound knowledge of SEN principles and practice and should use resources and each other's expertise to discuss concerns and find solutions. Provision mapping forms the basis of agreed interventions and these are reviewed through pupil progress meetings and shared with parents at parent consultations.

TAs work with assigned classes to support interventions in the class. TAs may also work across the school to support children with SEN.

Curriculum leaders and SENCO are responsible for supporting staff in identifying and accessing appropriate staff training.

7. Behaviour Management

Behaviour management is built on an ethos of respect and building positive relationships. At the beginning of each year, each class will reflect on the behaviour expectations and systems in place and sign a Rights and Responsibilities values charter. This will be shared with parents.

All forms of bullying and discriminatory behaviour will not be tolerated. The policies relating to anti bullying, Race, Gender and Disability equality will be reviewed with reference to the Single Equalities act 2010 and current legislation and guidance (refer to equalities information and objectives appendices).

Further details are available in the Behaviour Policy on the school's website.

Celebrations and Rewards

We value all successes for our children.

A system of stickers awarded by class teachers and SLT is used to acknowledge success.

House points are awarded for success in a broad range of areas chosen by the class teacher. The house with the most points is announced as the winner on a weekly basis. A trophy is awarded for most house points and displayed.

A "Star of the Week" is selected from each class on a weekly basis. A certificate will be awarded during celebration assemblies to those children.

Respect points are awarded by all members of staff to pupils who show good manners and respect to others. Respect trophies are given within each phase – EYFS, KS1, Lower KS2, and Upper KS2 – to the class that has received the most points each week. The trophies are awarded in assemblies.

Afternoon tea is held weekly on a Friday afternoon with the Co-Headteacher for children who have been nominated by their peers for demonstrating the Eastbury and British Values.

Attendance awards are given termly to children who achieve 100% in a term. Bronze certificates are given to children who achieve 100% attendance for one term, silver certificates for two terms and gold certificates for three terms.

'Attendance teds' are handed to classes with the best attendance for that week in KS1 and KS2.

An attendance disco takes place at the end of every half term to celebrate those children who have achieved 100% attendance across the whole school.

Behaviours for Learning

Children are expected to move around the school quietly and respectfully. Children line up at the end of all play times and walk calmly and quietly back to their classes with their teacher. When walking through the school, staff should always lead their class from the back in order to monitor behaviour at all times.

Active listening and positive participation is expected in assembly and all lessons. This is encouraged by the introduction of a no hands up strategy in lessons.

Children are encouraged to be enquiring in their learning through the use of challenge corners, displays and enquiry activities. Teachers should actively encourage resilience and independence in learning (for example through the use of 5 B's and red/amber/green cups)

Children are expected to support their own and others learning through self and peer evaluation. Plenaries provide opportunities to develop reflective practice so that children develop their skills in self-assessment and peer assessment.

Peer Mentors are trained to provide positive role models and mentors at play times.

Children are expected to show respect and consideration for others at all times.

Opportunities to review and teach positive behaviours for learning is planned for in lessons.

Pupil Exclusions

In extreme cases of verbal and physical violence where a child or other children's safety is at risk a child will be excluded following Barking and Dagenham guidelines and as authorised by the Co-Headteacher.

8. Attendance

Our school has an allocated Attendance Officer to monitor attendance. Following a referral to Attendance and Behaviour Service, schools must continue to monitor children's attendance, including first day calling, and liaise fully with the Partnership Learning Attendance Officer.

Holiday Requests

Holiday requests during term time are not authorised. No member of staff is to verbally agree this with any child or parent. If this is brought to your attention by any child or parent, please refer them to our Attendance Officer.

9. Educational Visits

Outings enhance the learning experience for the children and these need to be planned following the agreed protocol carefully in order that all year groups benefit from equal opportunities. Risk assessments and EVA forms must be completed. These should be e-mailed to the Deputy Headteacher and Tina Trayler once complete. The planning for and risk assessment of trips is the responsibility of the year group, with Assistant Headteachers authorising and monitoring the process of trip organisation.

There is an expectation that parent and carer helpers are to be used to reduce staff having to be off site to support trips and also to encourage home-school relations. Where parents and carers volunteer they should be allowed to be with their own child as well as supervising others in a group. This helps parents to have positive experiences with their children outside of home and will encourage more support from parents and carers.

Residential Trips

Each year, upper KS2 children go on separate residential trip for up to 4 nights. All staff in these year groups are welcome to attend these trips. This helps with team building and strengthening relationships within the year group. Children who remain at school during this period should have sufficient educational activities planned for them to take part in.

10. Engaging and Communicating with Parents

Informal meetings can be arranged after school or through appointments. Staff are encouraged to organise and arrange their own meetings through direct contact with parents. A record of a meeting with parents, however informal, is important to create a chronology of support needed or information shared. This must be recorded using the agreed format, available in the meeting room by the main school entrance. Once completed a copy must be filed in the child's file in the school office – share any information, concerns or queries with the relevant member of SLT.

Parent consultation evenings are arranged twice a year. Parent attendance is always actively encouraged.

'Workshops' for parents to come and learn alongside their children will be planned at least three times a year. The focuses for these are Maths, English and Read Write Inc.

To ensure effective communication we will use a variety of ways of sharing information. Parents will receive information via the website (a translation tool is available on the home page). This information will include regular newsletters from the Headteacher (which are also physically distributed every fortnight), regular class tweets and updates on news, events and diary dates. Policies and practice information will all be available for parents to access on the school website.

Parents and carers can be contacted by phone as appropriate and when other forms of communication fail.

Please ensure that the appropriate member of SLT has seen letters intended to be sent out of school before parents receive them.

All communications from parents must be filed in the pupils' individual files. Where parents raise concerns these must be flagged up with the appropriate member of SLT and Co-Headteacher.

The school has a home school agreement which needs to be reviewed and signed when a child starts the school as part of the induction process.

Complaints

If a parent has a problem concerning their child then the following steps should be followed:

1. The parent should speak to their child's class teacher, either by appointment or informally in the school playground. Another member of staff may be present if required.
2. If the complaint cannot be resolved through this informal process, then the school's complaints procedure should be followed (see the school website).

11. Teaching and Learning Activities

At Eastbury, we promote high standards of rigour and consistency in our teaching throughout the school. All teaching staff should read and follow the Teaching and learning policy and the Feedback policy. The school's approach to monitoring is set out in the Monitoring of Learning policy. All of these policies are available on the school website.

12. Understanding and Using Data

Whole school data to inform strategic planning and target setting is available through the DFE, Analyse School Performance website and the FFT. All teachers will have opportunities to become familiar with and understand this data.

Key stage data will be available through the above and outcomes of SATs. This will be monitored and reviewed by the Co-Headteacher, SLT and teachers from the relevant year groups to inform strategic planning.

Year Group, Class and Individual Data

The school uses Pupil Asset to record, monitor and analyse data. Progress and attainment reports are produced by the Network Manager on a half-termly basis.

Pupil progress meetings will be held every half term and attainment data from this tracked against baseline assessments. Progress and attainment will be tracked and reviewed at PPM to inform planning for the next 6 weeks. Groups vulnerable to underachievement will be identified through the rigorous tracking systems and appropriate steps taken to close gaps and accelerate progress. Class teachers must keep tracking information up to date and have evidence of reading, writing and maths to inform assessment judgements.

Subject leaders will monitor and report to staff on the curriculum coverage and attainment of pupils within their subject. This information will be used to inform termly planning and target setting, staff CPD and curriculum resourcing.

SLT and subject leaders will improve the impact of monitoring and evaluation on pupil outcomes through the use of data, pupil learning weeks, lesson observations, book scrutinies, mentoring, coaching and modelling.

13. Curriculum

Details of the Curriculum are set out in the Teaching and learning policy available on the school website.