

MARISH

ACADEMY TRUST



STAFF HANDBOOK

2024-25

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GENERAL INFORMATION & ROUTINES

1. Planning

- All planning should be uploaded onto the shared drive. Plans should be easily viewable and in the correct files at least a half term ahead of teaching.
- Planning to be regularly checked by team leaders and SLT.

2. Marking

- Updated Marking policy to be followed.

- Work should be marked against learning objectives/questions for learning.
- Literacy and Numeracy work should have challenges provided to move learning on, be peer marked and self-assessed.
- All children should have 5-10 mins at the beginning of every Literacy and Numeracy lesson to respond to marking.
- Where TA's have worked with specific groups during a lesson, they are to feedback on those sets of books each day.
- CT and TA's should indicate in all books where they have supported a child with their work.
- Presentation: Please see updated policy.

3. Reading

- Reading Records should be kept up to date with regular comments from staff. Each child should read with an adult at least three times a week. Reading records are provided for all year groups.

4. Homework

- Homework across the school will be linked to the upcoming topic in the following term, in the form of project work. Children have the opportunity to explore the topic in detail and produce a picture, poster, video, journal, PowerPoint or create a 3D model to encompass what they have learnt.
- Teachers will provide time in class each week for children to share and celebrate what they have learned and the best projects will appear in the school newsletter.
- All children will have weekly spelling, maths, reading comprehension and SPaG homework which will be marked and monitored weekly.

5. Registers

- Designated staff in each office, with Tracy Malyon overseeing Trustwide, will ensure that all absences are followed up with a telephone call or email or letter with an explanation of why the child was absent. Persistent absences will be referred to Slough Borough Council's Attendance Improvement Officer.

6. Movement in and out of the school

- Before school each day a member of staff will man the entrance doors to welcome children and take any messages from parents that need to be passed on to class teachers.
- The staff member on duty will direct children into their classrooms where they will be supervised by the class teacher or Teaching Assistant who will meet them at the door in Early Years and collect them from either the playground or outside areas in KS1 and KS2.
- Children will be met by the class teacher/TA at the playground or classroom doors at the end of break and lunchtime.
- Children must always be supervised by the teacher and/or TAs as they pass through the cloakrooms/corridors on arrival in the mornings and out into the playground at break, lunch and home time.
- It is the teacher's responsibility to ensure pupils are safe, calm and quiet while collecting their belongings from their bags in the corridors.
- No child should be allowed to leave school alone unless they are in Year 5 and 6 and we have written permission from their parents. This information should be clearly displayed on the wall near the exit door for staff members to refer to if they do not usually dismiss the children.
- Vigilance when handing children over to parents/carers at the end of the school day or nursery session is of paramount importance. Teachers must not release children into the hands of any adult except the identified parents and carers without express permission. If in doubt, contact the school office before releasing the child and ask the adult to wait.
- It is every teacher's responsibility to ensure pupils are handed over safely to their parents/carers at the end of the day.
- Class teachers/TAs should dismiss children at the end of the day after PE PPA sessions so coaches can arrive for their afterschool club in good time to ensure all safeguarding procedures are upheld. If a class teacher or TA cannot be found, no class should ever be left unsupervised, rather the sports coach needs to send a message to the office for another leader to attend.
- There will be at least two members of staff on duty for the full break time. The teachers will agree who will take responsibility for ringing the bell/blowing the whistle at the end of break. After lunch, the lunchtime champions will ring the bell/blow the whistle. All staff must be prompt and must ensure their class continues to be quiet before entering the building.
- Duty involves the supervision of children in the playground, particularly by the boundaries. If a ball goes out of bounds, it should be retrieved under direct supervision of a member of staff.
- Members of staff with a lunch duty need to refer to the timetable for their duty time.
- Any child who has an accident should be accompanied to the Medical Room for First Aid and the incident recorded on Medical Tracker.
- During wet break, the children stay in their own classrooms. It is the class teachers' responsibility to negotiate wet play instructions at the start of each year with their class. This way, children will know which wet playtime equipment (games, books, comics, paper, etc) to use and precisely what they can do.

- On wet play days, TAs remain in classrooms during break and take a break before or after play time (negotiated with teacher). The teacher who is on duty will also patrol each corridor inside. See Team Leaders for playtime rota.
- During wet play lunchtimes, the lunchtime leads will negotiate cover in classrooms and the lunch hall. Teachers will need to be available to cover in their room if needed.
- Pupils eat their fruit snack outside in the playground. No sweets or crisps are permitted. They are not permitted to wander into corridors, stairwells or shared areas and should visit the toilet only with the permission of a member of staff.
- Additionally, a rota has been organised for SLT members to walk around the school playgrounds during arrival and collection times: 8am - 8:20am and 3:10pm – 3.30 pm to meet and greet parents.

7. Curriculum coverage

| | |
|--|--|
| <p>KS1: Mornings in KS1 are 3 hours and 15 minutes and afternoons are 2 hours and 45 minutes which is a weekly total of 30 hours.</p> | <p>KS2: Mornings in KS2 are at least 4 hours and afternoons are 2 hours and 20 minutes which is roughly a weekly total of 31 hours 30 minutes depending on year group.</p> |
| <p>At a minimum: 3-5 hours of Guided Reading 5-6 hours of Literacy 2 ½ hours of Phonics 5 hours of Maths 1 hour of Science 1 ½ hours of PE 45 mins to 1 hour of ICT 45 mins to 1 hour of Music 1 hour of R-time and PSHE</p> <p>The remaining time will be spent on the following curriculum subjects which may be taught through a topic based blocked approach: History, Geography, RE, Art and Design Technology.</p> | <p>This should be comprised of, at a minimum: 3-5 hours of Guided Reading 5-6 hours of Literacy 5 hours of Maths 1 ½ to 2 hours of Science 2 hours of PE 45 mins - 1 hour of ICT 45 mins - 1 hour of Music 45 mins - 1 hour of MFL ½ hour of R-time 45 mins - 1 hour of PSHE</p> <p>The remaining time will be spent on the following curriculum subjects which may be taught through a topic based blocked approach: History, Geography, RE, Art and Design Technology.</p> |

8. PE

- PE coaches will deliver at least one lesson of PE to each class each week. In some cases, it will be the class teacher's responsibility to deliver another PE session each week with the support of a coach when necessary.
- All children must participate in PE unless they have a letter from a parent or guardian. If a child misses more than two lessons, the team leader should be informed and parents contacted. Children not participating should remain with the class and observe the lesson as a "mini Coach" and remain fully engaged in the whole session apart from the physical aspects.
- PE kit should be worn to school on the designated PE days. Children will remain in their PE kits for the day and go home in them.
- **ALL** jewellery must be removed for the duration of the lesson and earrings cannot be covered in any circumstances.
- Each child will have a labelled peg on which to hang coats and PE equipment on.
- Staff must be appropriately dressed for lessons.
- Water bottles and inhalers must be brought to each lesson.

9. Health and safety

- No glass bottles/containers should be in any teaching area.
- No hot drinks should leave the staffroom or other staff only areas except in lidded cups.
- All electrical leads should be made safe and not in a hazardous position.
- No staff mobile phones to be switched on during school time in teaching areas. Please see Mobile Phone Policy.
- No children are allowed to have mobile phones in school. If they do, the mobile has to be sent to the office for safekeeping and collected by an adult at the end of the day unless they have permission. Children with written permission, who demonstrate safe and responsible usage of their device, will hand in their device to their class teacher upon arrival. Their device will be returned at the end of the school day.
- Classrooms and corridor areas should be kept tidy at all times.

10. Meetings

- Staff Meetings are generally held on Monday between 3:45 and 4.45pm. Staff meetings may be held at one site, across both sites or remotely.
- Planning Meetings are held within team PPA time, but school improvement teams may occasionally need to meet after school to move their area forward.
- TWSLT and Fast Track meetings are held on Thursday between 3.45 and 5.15pm.

11. Staff absences & punctuality

- If you are absent for any reason, please notify the school by email: staff.attendance@marishandwillow.co.uk, alternatively text or call the HR mobile: 07936 940302. This must be done before 7:00am on the day of your absence (or the evening before if you know for sure you will not be able to attend work).
- On every day of your absence, you must email or phone school by 3:00pm (unless you have been given a medical certificate from your GP), to confirm whether or not you will return the next morning, so that cover can be arranged where necessary.
- Absences of seven calendar days or longer must be covered by a medical certificate. This includes weekends and holidays.
- When returning to work, it is your responsibility to complete the self-certification form and hand to your line manager who will meet with you for a formal 'return to work' meeting. Please refer to the Managing Attendance policy for details of procedures which can be found on the Trust website <https://marishacademytrust.co.uk/>.
- Staff must be punctual. In order to be ready to start at your allocated time, support staff should aim to be in school 10 minutes before the start of your contracted hours. Teachers are expected to be in school by 8:00am latest. All staff must sign in and out of the building (including when travelling between schools and leaving the building for a lunch break). If you know you are going to be late, it is your responsibility to contact the school office, on 01753 819900 for Marish or 01753 551854 for Willow.
- A special leave request form must be completed for any other absences; for example hospital appointments. Special leave requests are only approved (or declined) when a DHT has countersigned. You are required to give a minimum of 3 weeks' notice. Please refer to the Special Leave policy for full details of procedures which can be found on the Trust website <https://marishacademytrust.co.uk/>.

12. Parent consultation meetings

- These occur in October/November and February/March, as well as a 'meet the teacher' open evening in September.
- At parent consultation meetings, teachers will share children's individual targets, scores, levels and progress. Parents can also make a written comment, if they wish.
- Teachers make note of any parents that fail to attend and make contact again thereafter. It is part of the home-school agreement that parents attend termly consultation meetings.
- Any parents who need reassurance/clarification should be directed to a member of the senior leadership team.

13. Inset days and banked days

- Five days are identified per academic year for professional and curriculum development; training on these days will be linked to identified priorities in the Aspire School Improvement Plan. All teachers and almost all support staff are contracted to work inset days equivalent to the number of days they work, e.g. a 3-day working week means you must attend 3 inset days.
- There is also a banked day system open to all staff at Marish Academy Trust. A banked day may be earned for 100% attendance for each full term (maximum of 3 per year), running an after-school club for the full 10 sessions, or running two Saturday school sessions. Full details for the correct protocol to follow to obtain banked and exceptional circumstance days can be found in the Exceptional Staff Absence Policy.

14. Staff development

- Wherever possible, the school leadership endeavours to reconcile school priorities and individual professional development needs, together with personal interests and aspirations of staff members. Decisions are informed by the Aspire School Development Plan and by Performance Management Target Setting, in autumn each year.

15. Dress code

- All staff are role models and how we dress demonstrates to our community the pride we have in our work and how we value them.
- All staff are expected to dress in smart office wear or traditional cultural dress for school; this excludes denim skirts, denim jackets and jeans. Male teachers and those teachers who identify as male must wear a shirt and tie. Polo shirts and open neck shirts are not acceptable, except for during PE lessons.
- During PE lessons, staff should wear appropriate clothing and footwear. PE clothes and trainers can be worn to school and staff can remain in these for the duration of the day.
- On INSET days, training sessions and school trips, staff may dress casually.

Examples of inappropriate clothing and appearance to be avoided include:

- Jeans, including denim skirts and jackets, jeggings, leggings or scruffy/torn trousers;
- No flip flops or trainers (exceptions will be made for pregnant women and those with medical conditions).
- Short miniskirts, or shorts or culottes that do not reach mid-thigh at least;
- Low cut t-shirts, crop tops, blouses and transparent clothing or tops that do not cover shoulders;
- Sweatshirts or t-shirts with slogans or symbols that could cause offence;
- Excessive or unconventional jewellery, including facial piercings.
- Extreme hairstyles or colours such as shaved logos or words, or noisy hair accessories
- Visible tattoos are discouraged and must be discreet or covered at all times

Please refer to the Marish Academy Trust Code of Conduct for further details regarding acceptable dress code.

16. Smoking policy

- Please note that the Governors of Marish Academy Trust operate a non-smoking policy.
- Any staff member or guest who wishes to smoke, or use e-cigarettes, must do so outside the school hours and grounds and not within the exclusion zone of 200m of the school grounds. This is because staff are role models and therefore must not smoke anywhere within the sight of children. For further information, please consult the Smoke Free School Policy.

17. Planning, preparation & assessment (PPA)

- All teachers are entitled to 10% of the hours spent teaching for planning, preparation and assessment. For a full-time teacher, this equates to approximately a half day per week. Mostly, PPA is organised simultaneously with year group partners and is either a whole morning or afternoon. Afternoon PPA is shorter and supplemented by extra time during Music, PE or MFL lessons.
- PPA is covered by Sport Coaches, Language Specialists, Music Specialists and PPA teachers.
- A room at both Marish and Willow is available for teachers to use during PPA. Staff also have the option to hold their PPA meetings off-site when negotiated with SLT members or the Headteacher. If given permission to leave school during the day, you must sign out.
- During PPA, teachers are expected to use the time to plan lessons, prepare resources and ensure assessments are up to date using the school tracking system for core and foundation subjects.

DAILY ROUTINES

Timetable of the school day

All Teaching Staff should be on the school premises at least 15 minutes before the start of the day. Senior teachers (those with team leadership or other responsibilities) are role models for their colleagues and need to be in school and available in case of unforeseen staff absences from 7:30am. **All staff must sign in and out electronically every day as soon as they enter and are about to leave the premises.**

MARISH

Nursery

| | |
|------------|-------------------|
| 8:00-11:00 | Morning Session |
| 12:00-3:00 | Afternoon Session |

Reception

| | |
|-------------|------------|
| 8:15 | Soft Start |
| 8:30 | Register |
| 11:30-12:30 | Lunchtime |
| 3:15 | Dismissal |

SEN Unit

| | |
|-------------|------------|
| 8:15 | Soft Start |
| 8:45 | Register |
| 11:30-12:30 | Lunchtime |
| 3:00 | Dismissal |

Nursery

| | |
|------------|-------------------|
| 8:00-11:00 | Morning Session |
| 12:00-3:00 | Afternoon Session |

Reception

| | |
|-------------|------------|
| 8:15 | Soft Start |
| 8:30 | Register |
| 11:30-12:30 | Lunchtime |
| 3:15 | Dismissal |

Key Stage 1

Key Stage 1

| | |
|-------------|--------------|
| 8:15 | Soft Start |
| 8:30 | Register |
| 10:00-10:15 | Break |
| 11:40-12:40 | Y1 Lunchtime |
| 11:50-12:50 | Y2 Lunchtime |
| 3:15 | Dismissal |

Key Stage 2

| | |
|-------------|----------------|
| 8:15 | Soft Start |
| 8:30 | Register |
| 10:45-11:00 | LKS2 Break |
| 11:00-11:15 | UKS2 Break |
| 12:00-1:00 | LKS2 Lunchtime |
| 12:15-1:15 | UKS2 Lunchtime |
| 3:25 | Dismissal |

WILLOW

| | |
|-------------|--------------|
| 8:15 | Soft Start |
| 8:30 | Register |
| 10:00-10:15 | Break |
| 11:40-12:40 | Y1 Lunchtime |
| 11:50-12:50 | Y2 Lunchtime |
| 3:15 | Dismissal |

Key Stage 2

| | |
|-------------|----------------|
| 8:15 | Soft Start |
| 8:30 | Register |
| 10:45-11:00 | LKS2 Break |
| 11:00-11:15 | UKS2 Break |
| 12:00-1:00 | LKS2 Lunchtime |
| 12:15-1:15 | UKS2 Lunchtime |
| 3:25 | Dismissal |

Letters for the office & money

We are a cashless school. All payments for lunch, clubs and school dinners must be paid via Parent Pay. Pupils should return permission slips and letters to their class teachers or to the school office as instructed.

Attendance register

Attendance registers must be submitted by the teachers for both morning and afternoon sessions in a timely fashion, by 8:45am latest in the morning and 1:30pm latest in the afternoon – this is to allow office staff to make absence calls as soon as possible.

Dinner register

All school dinners must be ordered in advance via ParentPay. Teachers are not required to take a lunch register each day.

ASSEMBLIES

Marish

| Phase/Year group | Assembly type | Timings |
|---------------------------|------------------------|----------------|
| Tuesday Yrs 3, 4, 5 & 6 | Singing assembly | 8:35-8:55 |
| Tuesday Yrs 1 & 2 | SEAL assembly (online) | - |
| Wednesday Yrs 3, 4, 5 & 6 | SEAL assembly (online) | - |
| Wednesday Yrs 1 & 2 | Singing assembly | 8:35-8:55 |
| Thursday Yrs 3, 4, 5 & 6 | Celebration assembly | 8:35-8:55 |
| Thursday Yrs 1 & 2 | Celebration assembly | 2:45-3:05 |

Willow

| Phase/Year Group | Assembly Type | Timings |
|--------------------------|------------------------|----------------|
| Monday Yrs 1 & 2 | Singing assembly | 8:35-8:55 |
| Tuesday Yrs 3, 4, 5 & 6 | SEAL assembly (online) | - |
| Wednesday Yrs 1 & 2 | SEAL assembly (online) | - |
| Thursday Yrs 3, 4, 5 & 6 | Celebration assembly | 8:35-8:55 |
| Thursday Yrs 1 & 2 | Celebration assembly | 10:15-10:30 |
| Friday Yrs 3, 4, 5 & 6 | Singing assembly | 8:35-8:55 |

*** See electronic rota and assembly themes list sent out each half term to all teachers.**

Starting points for all assemblies are held in a folder on the Google Drive. Phase meetings may be held during singing assemblies as long as sufficient TAs (at least four) support in the hall.

It is the responsibility of the PSHE lead to collate the assembly rotas and ensure all SEAL assemblies are available to the members of staff leading the assembly.

End of school day

Pupils should tidy up after themselves

- classrooms
- shared areas
- floor
- collect coats and belongings from the corridors
- lunch boxes collected off trolleys
- tuck their chairs under their tables
- staff lead/supervise children onto playground where they will be collected

If a parent is not in the playground to meet his/her child, the teacher should keep the child for 10 minutes. If parents have still not arrived, the child will need to be escorted to after school club in the dining hall (Marish) or the main hall (Willow) where a designated staff member is in charge of late children. The staff member will keep child/children until parents arrive to collect them. The school is sympathetic towards occasional late comers but will charge parents who are habitually late collecting their child at a rate of £5 for each 15 minutes after 3:35.

Sometimes a teacher may be concerned about handing over a child to a parent or carer who is either unfamiliar or who appears to be under the influence of drugs or alcohol. In these circumstances, please ask the parent/carer to wait and check with another senior staff member (senior in this case does not necessarily mean SLT but perhaps an office staff member or another teacher who knows the family well).

However, if a parent insists on taking their child, regardless, you should not put yourself at risk by attempting to stop them unless you know there is a legal reason for not handing the child over. Please inform the Executive Headteacher, Headteacher, Carol Conlon, David Sinclair or any other member of the Child Protection team (should the aforementioned individuals not be available) immediately if this occurs.

| Staff Member | | Role | |
|--|-----------------------------------|---|---|
| Gill Denham | | Executive Headteacher | |
| Amanda Court | | Headteacher | |
| Lyndsey Howe | | DHT/ SENCO | |
| David Sinclair | | DHT/DSL | |
| Natasha Gentles | | Director of Inclusion | |
| Shabana Quadir | | DHT | |
| Ebony Dowe | | DHT | |
| Carol Conlon | | Child Protection and Safeguarding Lead | |
| EYFS | | | |
| Becky Alves | AHT/EYFS Lead/Reception Teacher | Eve Ndlovu | Nursery Teacher |
| Emma Stack | Nursery Team leader | Joanne Beyzade Asma Munir | Reception Teacher/ Team Leader Reception Teacher cover |
| Fazeah Qayoom | Nursery Teacher | Nicole Sandhu | Reception Teacher |
| Emilia Trifan | Reception Teacher | Jamila Khaliq Fozia Javed Emma McCrae Radhika Kumar Leena Aziz Anneka Rajput | EYFS Practitioners EYFS TA (2 days) |
| Kasia Peabody | Reception Teacher | | |
| Sharron Goulding Aisling Rowe Lauren Tottman Thasneem Umarlebbai Imtithal Aziz Faika Ashraf Noreen Ishfaq Satinder Heer | EYFS Practitioners EYFS TA | | |
| KEY STAGE ONE | | KEY STAGE ONE | |
| Yesmin Imtiaz | Year 1 Teacher/Team Leader | Aruna Bains | Year 1 Teacher/Team Leader |
| Fatima Ommer | Year 1 Teacher | Hani Hassan | Year 1 Teacher |
| Sobia Akram | Year 1 teacher | Sakshi Sharma Gurjeet Jhoda | Year 1 Teaching Assistants |
| Kerry Anne-Wakley | Year 1 Teacher | Laura Stroud | AHT/Year 2 Teacher |
| Nazia Bux Manju Joshi | Year 1 Teaching Assistants | | |
| Rubia Mustafa | Year 2 Teacher/Team Leader | Noorma Razhi | Year 2 Teacher |
| Jack Rossiter | Year 2 Teacher | Farkhunda Khan Lynsey Sharkey | Year 2 Teaching Assistants |
| Stephanie Winslade | Year 2 Teacher | | |
| Bushra Akmal Kim Scott Tracey Davies Richard Parris | Year 2 Teaching Assistants | | |

| LOWER KEY STAGE TWO | | LOWER KEY STAGE TWO | |
|--|----------------------------|--|----------------------------|
| Priya Hothi | AHT/Year 3 Teacher | Terri Page | Team Leader/Year 3 Teacher |
| Isha Hanspal | Year 3 Teacher/Team Leader | Lewis Jones | Year 3 Teacher |
| Steven Spicer | Year 3 Teacher | Sina Mannke Tayyeaba Kurshid Tanisha Gumbs | Year 3 Teaching Assistants |
| Kostadinka Spasova Durdana Waheed Karyn Kirkham | Year 3 Teaching Assistants | | |
| Sam Clifford | AHT/Year 4 Teacher | James Ediker | Team Leader/Year 4 Teacher |
| Davinder Athwal | Year 4 Teacher | Harry Woodward | Year 4 Teacher |
| Jasbir Gill | Year 4 Teacher | Devarshi Dhillon Saima Durrani | Year 4 Teaching Assistants |
| Amanda Bird | Year 4 Teacher | | |
| Gurleen Handa Louise Imariagbe Isha Bhutani | Year 4 Teaching Assistants | | |
| UPPER KEY STAGE TWO | | UPPER KEY STAGE TWO | |
| Bernie Newton | Team Leader/Year 5 Teacher | Tehseen Syed | AHT//Year 5 Teacher |
| Murrium Irfan | Year 5 Teacher | Sophiya Madushan | Year 5 Teacher |
| Alexis Hansel | Year 5 Teacher | Navita Gupta Nazia Khan | Year 5 Teaching Assistant |
| Malika Chaudhery | Year 5 Teacher | | |
| Bhavna Bardwaj Tahira Kalsoom Neena King Atia Bhatti | Year 5 Teaching Assistants | | |
| Grant Fuller | Team Leader/Year 6 Teacher | | |
| Samina Mughal | AHT/Year 6 Teacher | Omolola Ogundipe | Team Leader/Year 6 Teacher |
| Nida Yasini | Year 6 Teacher | Priti Baxi | Year 6 Teacher |
| Kulminder Banga | Year 6 Teacher | Rafya Hussain Kiranpreet Gill | Year 6 Teaching Assistants |
| Dawn Johnston Hayleigh Hing Ruchi Baldev Shote Muneka | Year 6 Teaching Assistants | | |

| SEN UNIT | | | |
|--|---|--|--------------------------|
| Olivia Cornakova Tania Ferriera | | SEN unit lead/ SEN teacher | |
| Alla Ahmed | | SEN teacher | |
| Cynthia Azuine | | Unqualified SEN teacher | |
| Charmaine Pearton | | Trainee SEN teacher | |
| Naila Habib Val Collier Jyoti Randhawa Reena Procek Maryum Qayum | | SEN HLTAs | |
| Atya Patel Bidisha Burman Pranali Chambhare Laxmi Tanniru Poonampreet Kaur | | SEN trainee HLTAs | |
| Noreen Kausar Nahla Hassan Kewantee Callychurn Puneet Banse Valentina Lenin Areej Haider Tahira Majid Romana Andleeb Julie Gillett Ilhan Alinur Sandeep Kaur Rosie Sohi Sobia Khalid Anjana Basnet-Pokharel Nishi Shukla | Hasiba Chaudhry Helena Donkar Angela Eguaye Shelein Neerudu Niketha Edathatta Maliha Siddiqui Hina Khan Hajra Uddin Sharanya Balabommala Shagufta Yousaf Uzma Saleem Wasaya Khan Bindu Jain Emma Cox | SEN TAs | |
| Nishi Shukla Shagufta Yousaf Jyoti Randhawa | | SEN breakfast club | |
| INCLUSION TEAM | | | |
| Roslyn Boatswain | | AHT/Trustwide Inclusion Coordinator | |
| Sharon Beard | | Lead Learning Mentor | |
| Amina Da'Ud | | AHT/SENCO/ MFL lead | |
| Sandra Constable | | Trustwide Play Therapist | |
| Ben Wingrove | | Trustwide Play Therapist/Learning Mentor | |
| Richard Parris | | Learning Mentor | |
| Lorraine Gates | | Reading Recovery Teacher | |
| Eva Leslie | | Speech and Language TA | |
| Rithvik Tanniru | | Speech and Language TA | |
| Harriet Henley | Nurture Group Teacher | Nazia Khan | Learning Mentor/ Nurture |
| Gurleen Handa | Nurture Group Teacher | Lynsey Sharkey | Nurture Group Teacher |

SPORTS STAFF (All Trustwide)

| | |
|-----------------|--------------|
| Victor Alves | Sports Coach |
| Emmanuel Ashong | Sports Coach |
| Judd Greenhalgh | Sports Coach |

| PPA & ADDITIONAL SUPPORT STAFF | |
|--------------------------------|--|
| Charlie Booth | PPA Teacher/Music Lead |
| Joanna Humphrey | PPA Teacher/MFL Teacher |
| Emma Cluett | PPA Teacher/MFL Teacher/ Music Teacher |
| Beth Biddlecombe | PPA Teacher EYFS |
| Alex Haslett-Clifford | Learning Mentor/DDSL |

| ADMINISTRATION STAFF | | | |
|---|------------------------------|-------------------------------|--------|
| Tracy Malyon | Attendance & Admissions Lead | Office Manager | |
| Asmha Rehman Rosie Riyat Hayley Johnson | Office | Kirit Chaggar Monica Banga | Office |
| Clare Anand | Finance | | |
| Alka Rajput | HR | | |
| Maureen Court | Office/HR/ Finance | | |

| SITE STAFF | | | |
|---|-----------------------|---------------|-----------|
| Bill Bradshaw | Facilities Consultant | | |
| Brendan Rossiter | Facilities Lead | | |
| Chris Nicholls | Caretaker | Gary Smith | Caretaker |
| Paul Dew | Caretaker | | |
| Joe Rossiter (casual) | | | |
| Val Collier Jamie Devitt | Drivers | Steven Rajput | Driver |
| Anita King (pm) Karyn Kirkham (am) Sharon Fox (am & pm) | Minibus assistants | | |
| Peter Thomas | ICT Lead | | |
| Tejas Dighe | ICT Technician | | |

| KITCHEN STAFF | | | |
|---|---------------|------------------------------|---------------|
| Adrian Parkman | Head Chef | | |
| Violet Durberry Lesley Hill Violet Durberry Anjum Ahmed Bege Javori | Kitchen staff | Sandra Flint | Cook |
| | | Kera Doyle Kiran Shahadat | Kitchen staff |

| LUNCHTIME ACTIVITY CHAMPIONS STAFF | | | |
|------------------------------------|----------------------------------|--------------|----------------------|
| Sharon Fox Taiba Khan | Priyanka Singh Anitha Esikala | Akhtiaj Khan | Lunchtime Supervisor |

| | | | |
|---|--|--|---------------------|
| Merita Krasnic Aiza Dar Gulshan Khan Anita King Elisabeta Suti Helleni Mushumbusi | Usha Chilukuri Shelby Buckland Kelsey Buckland Moran Harmeet Dhillon Ranjit Viridi | Samia Baig Zakra Khan Rakhshanda Mukhtar Robina Azram Shagufta Begum Vera GashaJ Iram Batool, Tazeem Akhtar, Farzanah Habibula | |
| CLEANING STAFF | | | |
| Denise MacCuish | | Trustwide Cleaning Supervisor | |
| Sandra Dunn Riziki Sheikhan Odila Anthonipillai Shinder Semi Bege Javori Ziqavete Llugiqi Merita Krasnici | Sherine Williams Elisabeta Suti Helleni Mushumbus Shelby Buckland Chanelle Buckland Casual: Rithvik Tanniru | Samia Baig | Cleaning Supervisor |
| | | Shagufta Begum Vera Gashaj Rashpal Kaur Harjinder Kaur | |
| BREAKFAST CLUB | | | |
| Sharon Beard | | Supervisor | |
| Paris Barton Violet Duberry Tahira Majid Laxmi Tanniru Julie Gillett Sobia Khalid Elisabeta Suti | | Lynsey Sharkey Eva Leslie Navita Gupta Sina Mannke Gurjeet Jodha | |
| Nishi Shukla Shagufta Yousaf Jyoti Randhawa | SEN breakfast club | | |
| AFTER SCHOOL CLUB | | | |
| Richard Parris | Supervisor | Ladan Christophe | Supervisor |
| Valerie Collier Satinderpal Heer Julie Gillett Laxmi Tanniru Harriet Henley Tracey Davis Violet Duberry Shote Muneka Emma Cox Faika Ashraf | | Akhtiaj Khan Eva Leslie Anneka Rajput (2 days) | |

ASSESSMENT AND TARGET SETTING –

The following levels represent what we expect our average and above average pupils to attain by the end of each academic year. There will be exceptions to this but it is essential that we have a very clear idea of expectation at the beginning of each year so that we can work towards very specific goals for July.

| END OF YEAR (JULY) | AVERAGE ATTAINMENT | ABOVE AVERAGE ATTAINMENT |
|-------------------------------|-------------------------------|-------------------------------------|
| Year 1 | Band 1W+ | Band 1S and above |
| Year 2 | Band 2W+ | Band 2S and above |
| Year 3 | Band 3W+ | Band 3S and above |
| Year 4 | Band 4W+ | Band 4S and above |
| Year 5 | Band 5W+ | Band 5S and above |
| Year 6 | Band 6W+ | Band 6S and above |

- It is important that formative and summative assessments are incorporated into the planning process.
- Teachers are required to evaluate lessons weekly.
- Wherever possible, children are involved in self-assessment. Children are expected to contribute to their own reports. Children in Years 2-6 will attend parents' evening with their parents to discuss personal targets.

A range of evidence is kept in the form of:

- Online tracking sheets each term.
- Impact meetings throughout the year.
- Accelerated Reader Tests completed half termly in Yr.2 and above.
- Writing assessments.
- Assessments to take place three times a year for all year groups with the exception of Years 2 and 6 who will complete four assessments yearly.
- Subject Leader's evidence, kept as an online portfolio through impact.
- Teachers' notes of observations/photographs/videos.
- Class target sheets/percentages.
- Other formative and summative assessment.

Please see Exec Head/Head/DHT for more information.

Diamond Rules

Show respect and good manners at all times.

Care for everything and everyone.

Follow instructions straight away with thought and care.

Rewards**Individual rewards:**

Class teachers and teaching assistants, within the class setting context, can award dojo points.

On receipt of 50 dojo points, a child will receive a BRONZE certificate in assembly together with a small stationery prize.

On receipt of 100 dojo points, they will receive a SILVER certificate and a prize from a class treasure box.

On receipt of 150 dojo points, they will receive a GOLD certificate and be able to choose a book from our box of specially purchased book prizes.

Team rewards:

Each class will have a plastic jar with 30 bouncy balls to go inside it. The class can be awarded 1 bouncy ball for any examples of good behaviour within the classroom but these should be team awards for the whole class or a group of children behaving well, rather than as individuals.

- If the class manages to get all 30 balls into the jar in a week, they will be given 10 minutes extra playtime or golden time.
- After the class fills the jar once, they can begin to fill the jar again and if they manage to complete a second complete jar within the week, each child in the class will receive a prize from the class treasure box or negotiated 15 minutes extra golden time.
- Should a class fill the second jar, they can begin to fill a third jar and, should they achieve this, they will receive a £10 voucher for the class teacher to spend on the class. This money should be spent on games or stationary items for the whole class to enjoy.

If at 2:45pm on Friday afternoon, a class has a partially filled jar this will be carried forward into the next week. They do not have to begin again, but this will become the first jar in the next week, regardless of the number jar it was. Second and third jars cannot be carried forward.

Repercussions

The hierarchy is progressive and should start with a warning. The **repercussions** become gradually more substantial for the 2nd, 3rd, 4th and 5th time that a child chooses to disrupt.

Of course, there is also a severe clause for children who still disrupt beyond the 5th occasion and also for major incidents of bad behaviour which may result in the 4th or 5th level repercussions being enforced straightaway

Hierarchy of repercussions:

First time (Step 1) a child chooses to break any of the three rules: A Verbal Reminder (the child is told what rule they are breaking and asked to desist).

Each classroom will need the five steps on a whiteboard/wall and it's a good idea to start with Step 1 at the bottom because the child should write up their own name or move their name card (although the first step is a verbal reminder and does not strictly need recording, it's easy to forget who you have spoken to and so is worth recording even the step ones).

Second time (Step 2) a child chooses to break any of the three rules: Warning that is recorded by an adult on the board.

Third time (Step 3) a Time Out within the classroom for an agreed period of:

Reception – 5 minutes

KS1 – 10 minutes

KS2 – 20 minutes

Each classroom will have a **time out spot** where the child can sit and reflect on their poor behaviour choices.

There may be times when more than one child requires the time out spot so they should be directed to sit in another spot and reflect for their time out.

Fourth time (Step 4) a Time Out in another class: 20 minutes in KS2 maximum, 10 minutes in KS1 and EYFS. They go to the next year group up except for Year 6 who go to Reception. To avoid any disruption to the receiving class, the child will be given a reflection sheet and the sending teacher will time the length of absence and someone to collect them after the appropriate time. Teachers will need to speak with the parent/s of the child after school to inform them of their child's poor behaviour.

Fifth time (Step 5) The child is taken/removed to a designated member of SLT. This will be logged within Pupil Asset, parents are informed by telephone, followed up with a standard letter and requested to attend a meeting to discuss their child's behaviour. Additionally, the step 5 behaviour must be logged in the step 5 folder which is held in the office. At the meeting, the parents will be asked to support their child in changing their behaviour. They will remain out of class for the rest of the day and complete a reflection sheet and class work.

In some cases, children getting to level 5 for a severe cause will be entered into a programme of social skills training which parents will be required to support and sign up to. This is to help them change the negative aspects of their behaviour.

Severe clause:

If a child does any of these they immediately progress to step 5.

- a) Proven bullying.
- b) The unprovoked physical abuse of another child.
- c) The physical abuse of a teacher/other member of staff.
- d) Racial abuse of anyone in the school.
- e) Being in possession of harmful drugs for their own use or for 'selling' to others.
- f) Carrying a known weapon such as a knife.
- g) Swearing at a teacher/adult.
- h) Deliberately breaking or damaging school property.
- i) Stealing
- j) Openly defiant in accepting a repercussion, for example refusing to go to the Time Out space.
- k) Deliberately missing lessons by hiding in an area of the school.
- l) Doing something that constitutes danger to another child for example pulling the chair away when they are about to sit down.

NB. It is imperative that you do not award step 5s, solely on the word of another child.

Exclusions

In addition, the school reserves the right to internally exclude a child for a further period of up to 3 days depending on the severity of what they have done.

Should any child get to level 5 twice or need two severe clauses within any week the school will internally exclude for 3 days to protect well-being and learning of all children.

Internal exclusions will be spent in an appropriate area of the school negotiated by SLT. Work will be provided by their own class teacher. The child may also be excluded from peers at playtime and lunchtime.

Some children need extra support at lunchtime or on the playground and so will work with a PE coach or mentor to enable them to be reintegrated back onto the playground at either Marish or Willow.

Lunchtime/Playground issues

Lunchtime controllers will refer to an SLT member on duty if there is any extreme behaviour at lunchtime. Once the matter has been investigated, SLT can decide if the behaviour warrants a step 5 and then the procedure above will be followed. However, sometimes it might be that the incident warrants step 3 or step 4 only and in this case the child will be sent back to class at the end of lunchtime with the instruction to put themselves on the appropriate step on the board. If a child is already on a step 3 or 4 on the board and their

behaviour on the playground warrants another step 3 or 4, they should progress to step 5 and the procedure should be followed as above. Of course, sometimes a child will be an innocent victim and, in that case, they should receive no steps.

Minor behaviour infringements resulting in a step 1 should be logged by the lunchtime controller and the message passed to the class teacher in the afternoon. The children should be informed to put themselves on a step once back in class. Anyone who is found to be dishonest about steps given at lunchtime will have further steps.

Foundation stage

Foundation stage staff will operate a slightly muted version of the same system. Rules will be the same and rewards used in the form of Bouncy Balls, reward charts and individual stickers, but the repercussions are not usually required above step 3.

Resources

Before the start of term, each class needs the following:

- Bouncy ball jar and thirty bouncy balls
- Diamond rules to display in the classroom
- Electronic copy of rules, rewards and repercussions for printing out and display
- Treasure box and a selection of prizes x 30

If these are not available, please contact the members of staff responsible for behaviour in either school.

Each class teacher will need to:

- Construct and display a reward chart with children's names entered.
- Make step notices for whiteboard/wall and names if you want children to move their name rather than writing it.
- Decide on how and when dojo points will be given out. You might want a monitor for this or write a list on the board and do it at the end of the session/day.
- Display several of the rules, rewards and repercussions posters of A3 size in classroom, cloakroom and corridor.
- Designate a time out spot in the classroom and label it.
- A supply of printed step four and five slips for use if necessary.
- A school Treasure Box.
- Take time on the first day to explain the whole system including the lunchtime behaviour change club to your class and to your TA's.
- Record the step that each child is on at the end of the day to be collated at the end of every half term.

BULLYING – Please see policy for further information.

“Bullying is deliberately and repeatedly hurting people or making them unhappy by what you say or do”.

Through our RE and PSHE programmes and our collective worship we encourage the children to live out the values – to respect and care for each other.

Bullying, whether verbal or physical, is not tolerated in Marish Academy Trust. We would encourage any incidents to be reported so we can respond swiftly. If an incident of bullying, whether verbal or physical was reported by a child, parent or member of staff we would:

1. Give time to investigate the incident fully.
2. Inform parents immediately if there are genuine concerns about a child, bullying or being bullied.
3. Agree the appropriate way forward, with parent and teacher for the child who was bullying.
4. Give support to the child being bullied.
5. Monitor both children for a given period of time and appropriate action taken as required.

PERFORMANCE REVIEW AND LESSON OBSERVATIONS

All staff, except ECTs, will be assigned a reviewer for performance management purposes. A target setting meeting will be held in the first half of the autumn term, when targets will be agreed. The performance management cycle requires that the reviewer and reviewee to meet and discuss personal targets, review progress in the spring term, and meet at the end of the cycle to assess progress.

Target setting meetings must be held before Oct half term for all teaching and learning support staff.

There will be whole school targets relating to the Aspire School Improvement Plan which all members of staff will focus on, with a particular focus on the new curriculum.

Learning walks will take place throughout the year. Team leaders, members of the senior management team, mentors, external tutors for ITT, governors, external consultants and subject leaders may view lessons.

| Phase | Team Leaders | Staff to be appraised |
|------------------------|-------------------------|---|
| Ex Head, HT, and DHTs | Gill Denham | Amanda Court, Clare Anand, Alka Rajput |
| | Amanda Court | Brendan Rossiter, Tehseen Syed |
| | Amanda and Gill | Lyndsey Howe, Natasha Gentles, Ebony Dowe, Shabana Quadir, David Sinclair |
| | Lyndsey Howe | Becky Alves, Roslyn Boatswain, Nicole Sandhu (mentee) |
| | David Sinclair | Pete Thomas, Carol Conlon, Alex Clifford, Victor Alves |
| | Natasha Gentles | Amina Da'Ud, Olivia Cornakova, Tania Ferreira, Naila Habib, Maryum Qayam |
| | Ebony Dowe | Sam Clifford, Samina Mughal, Priya Hothi, Charlie Booth |
| | Shabana Quadir | Laura Stroud, Yesmin Imtiaz, Rubia Mustafa, Rashpal Heer |
| AHTs and phase leaders | Priya Hothi | Isha Hanspal, Terri Page, Arooj Akhtar (Mat Leave), Stephanie Winslade (Mentee) |
| | Laura Stroud | Aruna Bains, Noorma Razhi, Navita Gupta, Komal Ashraf (Mat Leave), Eva Leslie |
| | Becky Wilburn | Emma Stack, Jo Beyzade, Kasia Peabody, Aisling Rowe, Emilia Trifan |
| | Sam Clifford | Jasbir Gill, Davinder Athwal, Gurleen Handa, Louise Imariagbe, Isha Bhutani |
| | Samina Mughal | Grant Fuller, Murrium Irfan, Kulminder Banga, Nida Yasini (mentee) |
| | Amina Da'ud | Joanna Humphreys, Amanda Bird, Richard Parris, Emma Cluett (Mentee) |
| | Tehseen Syed | Lola Ogundipe, James Ediker, Sophiya Madushan, Nazia Khan |
| | Ros Boatswain | Ben Wingrove, Sandra Constable, Sharon Beard, Harriet Henley, Rithvik |
| Key Stage 2 | Bernie Newton | Malika Chaudhury, Bhavna Bhardwaj, Neena King, Atia Bhatti, Balvinder Natt |
| | Lola Ogundipe | Priti Baxi, Kiran Gill, Rafya Hussain |
| | James Ediker | Harry Woodward, Devarshi Dhillon, Saima Durrani |
| | Malika Chaudhury | Alexis Hansel (mentee), Tahira Kalsoom |
| | Grant Fuller | Shote Muneka, Ruchi Baldev, Dawn Johnston, Hayleigh Hing |
| | Terri Page | Lewis Jones, Sina Mannke, Tayyeaba Khurshid, Tanisha Gumbs |
| | Isha Hanspal | Kostadinka Spasova, Durdana Waheed, Karyn Kirkhum, Steven Spicer (Mentee) |

| | | |
|----------------------|---|--|
| Key Stage 1 | Yesmin Imtiaz | Sukhdeep Chana, Manju Joshi, Fatima Ommer, Sobia Akram (Mentee), Nazia Bux |
| | Rubia Mustafa | Jack Rossiter, Bushra Akmal, Tracy Davies, Kim Scott |
| | Fatima Ommer | Kerry-Anne Wakley (Mentee) |
| | Aruna Bains | Gurjeet Jodha, Sakshi Sharma, Lynsey Sharkey, Farkhunda Khan |
| | Noorma Razhi | Hani Hassan (Mentee) |
| EYFS | Kasia Peabody (with support from BW) | Satinder Heer, Faika Ashraf, Zenab Tariq, Imtithal Aziz |
| | Jo Beyzade | Jamila Khaliq, Emma McRae, Fozia Javed, Mubeen Ali, Asma Munir |
| | Emma Stack | Yvonne Ndlovu, Fazeah Qayoom, Radhika Kumar, Leena Aziz |
| | Fazeah Qayoom (with support from Emma) | Lauren Tottman, Sharron Goulding, Thasneem Umarlebbai |
| SEN | Tania Ferreira | Jyoti Randhawa, Reena Procek, Val Collier, Naila Habib, Uzma Saleem |
| | Alla Ahmed | Anjana Basnet-Pokhare, Paris Barton, Tahira Majid, Hina Khan |
| | Maryum Qayam | Linda Rautenberg, Mani Varsha, Wasaya Khan |
| | Olivia Cornakova | Pranali Chambhare, Julie Gillett, Emma Caldwell, Valentina Lenin, Romana Andleeb |
| | Naila Habib | Hasiba Chaudhury, Emma Cox, Nishi Shukla, Poonampreet Kaur |
| | Jyoti Randhawa | Puneet Banse, Sobia Khalid, Shagufta Yousaf, Bidisha Burman |
| | Val Collier | Laxmi Tanniru, Sarah Khokhar, Saritha Gundarapu, Cynthia Azuine |
| | Reena Procek | Atya Patel, Sandeep Kaur, Angela Eguaye, Nahla Hassan, Charmaine Pearton |
| Offices | Clare Anand | Maureen Court, Hayley Johnson, Tracy Maylon |
| | Tracy Malyon (with support from CA) | Kirit Chaggar, Ashma Rehman, Monica Banga (Mat Leave) |
| | Pete Thomas | Tejas Dighe |
| | Brendan Rossiter | Chris Nicholls, Denise MacCuish, Paul Dew, Gary Smith |
| Kitchen staff | Adrian Parkman | Violet Duberry, Lesley Hill, Anjum Saleha, Saleha Chowdhury |
| | Sandra Flint | Kera Doyle, Kiran Shahadat |

Management meetings at Marish Academy Trust - what to expect

From time to time, in any workplace concerns or situations arise which affect the smooth operation of the organisation. At Marish Academy Trust, we believe in resolving any difficulties as quickly as possible, in everyone's interests and therefore line managers will ask a staff member to attend a management meeting.

Management meetings are not disciplinary or formal investigation meetings. Our disciplinary policy makes clear that management meetings are an informal way of trying to resolve minor issues and are not part of the disciplinary process.

Usually management meetings are convened to clarify expectations or to resolve a misunderstanding or a conduct issue. As an employee, you do not have the right to refuse to attend or to be accompanied, unless you have such limited English, that you would be disadvantaged if an interpreter was not present. Management meetings are simply a vehicle to establish or clarify expectations and maintain good working relations.

If you are asked to attend a management meeting, you can expect to be told what is on the agenda, if you are given advance notice, but notice is not an entitlement. This is because, as a responsible employer, we wish to resolve any issues as soon as possible. In most cases, the meeting or what is to be discussed will not be a surprise, because it will follow an incident or disagreement that the staff member is aware of.

At the meeting, staff members can expect to be asked to explain their understanding of a situation or why they have behaved in a particular way. Line managers are likely to clarify the expectations of employees or explain the trust's position, if there has been a disagreement or communication issue.

If a staff member confirms in a management meeting that there are issues affecting their well-being, the line manager may well offer support or counselling through our Occupational Health Provider.

The aim of all management meetings at Marish Academy Trust is to resolve any difficulty, improve communication and get all team members back on track working together as quickly as possible.

If an issue cannot be resolved in the management discussion, further action may be taken after the management meeting has concluded. This could include:

- a formal investigation,
- a support plan being put in place;
- instigation of the disciplinary process,
- informal or formal mediation,
- a referral to occupational health or other support or therapy designed to enhance wellbeing.

This list is not exhaustive.

EDUCATIONAL VISITS

- The Governors encourage the school to facilitate Educational Visits which support the curriculum.
- Such visits are linked to our creative curriculum and the identified needs of our children.
- 1.** The ratio of adults to children is dependent on the nature of the journey and the age of the children.
Please refer to the educational visits policy and the Planning a school trip guidance which can be accessed on the school drive.

Procedure

2. Outline the visit with the Team leader.
3. Prepare for the journey well in advance. Risk Assessments must be sent to the designated Deputy Headteacher (Lyndsey Howe) at least four weeks before the trip is due to take place. **Failure to do so may result in the trip being cancelled.**

ACCIDENT PROCEDURES

Medicine

All medicines are to be housed and administered from the Medical Room.

Medical conditions - first aid/medical

- Inhalers brought to the school by the children should be kept in an asthma bag in the child's classroom. Staff should remind children in KS2 to carry their inhalers whenever they leave the classroom.
- Children suffering minor accidents during class times should be seen by the class teacher or teaching assistant. Each classroom is equipped with a First Aid bag for teachers and teaching assistants to use when dealing with minor accidents. Children suffering minor accidents at break time should be taken to the Medical Room with a teacher or teaching assistant. Children suffering minor accidents at lunchtimes should be sent directly to the Medical Room.
- Parents will be notified by the class teacher or First Aider, via Medical tracker and a phone call, if their child has suffered a head injury. The class teacher will also be informed.
- A record will be kept on Medical Tracker of all children receiving medical attention; completed by the member of staff in charge at the time of the accident.
- Parents will be notified if a child is thought to be too ill to remain in school.
- In the event of more significant injury, an ambulance will be called for and parents informed. A member of staff/parents will accompany the child to hospital.
- Teachers or support staff should be notified of any children in their care who are suffering from a long-term illness or condition.
- All staff and visitors requiring first aid will be treated by a First Aider.

First Aiders are:

| Marish | Willow |
|---|---|
| Valerie Collier Trustwide First Aid Lead | Valerie Collier Trustwide First Aid Lead |
| Ben Wingrove | Akhtiaj Khan |
| Bushra Akmal | Devarshi Dhillion |
| Chris Nicholls | Eva Leslie |
| Gurleen Handa | Farkhunda Khan |
| Harriet Henley | Gurjeet Jodha |
| Hina Khan | Navita Gupta |
| Kim Scott | Rafya Hussain |
| Louise Imariagbe | Samia Baig |
| Murrium Irfan | Saima Durrani |
| Sharon Beard | Sina Mannke |
| Shote Muneka | Victor Alves |
| Sobia Akram | Lynsey Sharkey |
| Sukhdeep Chana | Kiran Gill |
| Bidisha Burman | Fozia Javed |
| Manju Joshi | Nazia Khan |
| Sakshi Sharma | Yvonne Ndlovu |
| Bhavna Bhardwaj | Leena Aziz |
| Ruchi Baldev | |
| Atia Bhatti | |
| Kasia Peabody | |
| Hayleigh Hing | |
| Thasneem Umarlebbai | |
| Lauren Tottman | |
| Karyn Kirkham | |

In the event of sickness, accident or injury, to a child or adult, staff should report to the nearest first aider.

CHILD PROTECTION

Aims

- to alert staff to signs of abuse to children
- to provide information about reporting concerns

Practice and Procedures

- The Executive Headteacher, Headteacher, Deputies and Carol Conlon are the Child Protection Liaison Officers (CPLO). However, in recent years, a number of other staff have received child protection training so that the increasing CP workload is spread amongst a team. These individuals are usually members of the Child Protection team or a senior leader.
- If you suspect any child is suffering from neglect, emotional, physical or sexual abuse please notify a CPLO immediately. All concerns are also recorded on CPOMS (including actions and rationale for decisions/ actions). If you are concerned about a child in any way – please log this on CPOMS and ensure you speak to a member of the CP team at the time of uploading the concern. Every member of staff has a login for CPOMS.
- No confidentiality can be offered to a child in these circumstances but they should be supported sympathetically and any disclosures taken seriously and referred to the CPLO.
- If a child discloses information suggesting abuse, you could be required to repeat that information in a witness box (Criminal Justice Act, Section 96, 1991) so it is important rough notes are taken.

These notes should include:

- date
 - time
 - observation
 - what was said
 - who was present
- The Executive Headteacher, Head teacher, Deputies, Carol Conlon and other senior team members trained to Level 3 are always available to discuss any concerns you may have about child protection.

Further information can be found in the Trust's Child Protection Policy.

HEALTH AND SAFETY

The following information refers to specific procedures, which are to be carried out in the interests of the health and safety of all the children and adults in our school community.

Brendan Rossiter, the Trust Executive Lead for facilities, is responsible for Health and Safety issues in and around the schools within the Trust.

Fire alarm arrangements to evacuate

The fire alarm is a continuous unbroken bell at both Marish and Willow Primary Schools.

All staff must make themselves aware of the fire drill procedures and routes located in each classroom and other teaching areas of the school.

- On hearing the alarm, all persons will leave the building immediately by the designated route, walking quietly and sensibly to the assembly point. Last person to close the door.
- The children will line up in class register order at the assembly point in the playground at Marish. At Willow, the children will line up in the staff car park.
- Registers will be distributed at the assembly point.
- The children present will be checked against their class register. Await further instructions quietly.
- All staff and all visitors in the visitors' book will be accounted for.
- No one will re-enter the building until the 'all clear' is given.

Health and safety and PE

- Clothing should be safe and appropriate.
- Tracksuits should not be worn on the apparatus and the children should be barefooted to increase surface contact.
- Long hair must be tied back for all children at all times. Staff undertaking physical activity should have their hair tied back too.
- Jewellery and personal effects must be removed.
- Children should practise safe lifting, carrying and lowering of bulky equipment.

Visitors

All visitors, including parental helpers, are asked to report to the School Office on arrival, where they will be required to sign in and receive a name sticker to be worn at all times whilst they are on the premises. When they leave the school, they are asked to sign out in the School Office.

A full copy of the Health and Safety policy is available online.

Safe and professional internet and email use

With technological advances happening at a faster and faster pace, it is imperative that Marish Academy Trust maintains protocols that are up to date and able to protect the wellbeing of pupils, staff and wider stakeholders. Therefore, you should be aware that the School Leadership will refer any allegations of inappropriate use of technology in school or relating to school to the Governing Body who are likely to contact the police, if this involves adults and/or older children. Internet bullying is extremely serious and a criminal offence and anyone experiencing this sort of harassment must inform the leadership team without delay. Staff are reminded that they are role models and should take steps to ensure their online presence reflects the values expected of a person in a position of Trust (please refer to the E-Safety and Online Safety Policies).

Guidelines for storing personal data securely within school and when taking work home

Under the General Data Protection Regulation (GDPR), which came into force on the 25th May 2018, we should be doing everything in our power to prevent a breach of personal data.

This includes ensuring that any physical documents containing personal data taken home by staff are kept secure, to prevent the data from being lost, stolen or accidentally leaked.

There are no specific rules on how we must do this, but you can take the practical measures below:

Store data remotely, where possible

As far as possible, keep personal data in an electronic format on a server that staff can access remotely when working from home (staff shared drive, Google drive).

What can staff take home?

Children's work/books have their name on it. But it is not linked to any other personal data so we can continue to take any work home for marking or assessment purposes as we usually do.

As is our current practice, documents such as those listed below, must be stored securely:

- **Pupil records**
- **Annual pupil reports or SEND**
- **References (pupil/staff)**

Therefore, no staff member should take pupil files out of the building in hard copy without specific permission from the Headteacher. References written on children or staff should be sent to HR or schools' offices for correct storage.

Sign out procedure

If you are removing documents to read/use within school with significant amounts of personal data that are held by the school office, such as pupil records, please sign the record book kept in the office. This ensures that we know who holds the documents at all times. This will help prevent the documents from being lost or stolen.

Handling documents with personal information: Within the school or outside

Use a closed folder to store. Add your name and contact details in case the folder is lost.

On the rare occasion you need to take such documents home, please keep them securely.

Do not leave documents in the car, as this creates a higher risk.

When returning the documents to school, take them immediately to their original storage place rather than leaving them on desks/in bags to return later.

All staff are required to sign the GDPR document stating that they understand and will abide by the guidance.

Acceptable use of ICT agreement - staff, governors and visitors

Acceptable Use Agreement/Code of Conduct

ICT and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school. This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with the Trust e-safety coordinators.

- I will only use the school's email / Internet / Intranet / Learning Platform and any related technologies for professional purposes or for uses deemed 'reasonable' by the Head or Governing Body.
- I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities.
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role.
- I will not give out my own personal details, such as mobile phone number and personal email address, to pupils.
- I will only use the approved, secure email system(s) for any school business.
- I will ensure that personal data (such as data held on Pupil Asset) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely in line with our Data Protection Policy. Personal data can only be taken out of school or accessed remotely when authorised by the Head or Governing Body.
- I will not use or install any hardware (including USB sticks) or software without permission from the e-safety co-ordinators.
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Images of pupils and/or staff will only be taken, stored and used for professional purposes in line with school policy and with written consent of the parent, carer or staff member. Images will not be distributed outside the school network without the permission of the parent/carers, member of staff or Head teacher.
- I understand that all my use of the Internet and other related technologies can be monitored and logged.
- If a password may have been compromised or someone else has become aware of my password, I will report this immediately to the e-safety co-ordinator.
- I will ensure that workstations are not left unattended and unlocked.
- I will respect copyright and intellectual property rights.
- I will ensure that my online activity, both in school and outside school, including my use of any social networking site will not bring my professional role into disrepute.
- I will abide by the Trust's mobile phone and e-safety policy in the interests of safeguarding myself, other staff and children.
- I understand that I am expected to read and abide by guidelines sent out by the DFE, such as the Keeping Children Safe in Education document as well as the Trust's own policies for Child Protection and Safeguarding and that when I sign and date this agreement I am confirming that I have read it within the last month.

- I understand that I am responsible for meeting my contractual obligations and conducting myself in an appropriate professional manner at all times in accordance with the Trust Ethos and Staff Handbook.
- I will support, role model and promote the school's e-Safety policy and help pupils to be safe and responsible in their use of ICT and related technologies.
- I will ensure that only children whose parents have given permission for them to use the Internet and ICT are enabled to do so at school.

All members of staff are required to read the staff handbook and accompanying documents and sign below stating they understand and abide by the guidance within.
Please return your signed sheet to Alka.

Full Name: _____

Position Held: _____

I have read the following documents:

- Staff Handbook
- GDPR Guidance
- Acceptable Use of ICT
- Code of Conduct

I will abide by the guidance in these documents whilst employed at Marish Academy Trust.

I understand that failure to adhere to these may constitute gross misconduct under the Trust's Disciplinary Policy.

Signed: _____

Date: _____