

ST.ANNE'S PREPARATORY SCHOOL, CHELMSFORD.
STAFF GUIDELINES – updated annually – last reviewed December 2015
This policy also applies to EYFS

Copies of these guidelines are to be given to ALL staff, whether permanent, temporary, full-time or part-time.

General Policy

St. Anne's School aims to encourage pupils to develop personally, socially and intellectually as individuals, having regard to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils should go on to secondary school education with a well-developed sense of self-esteem and self-discipline, enabling them to achieve their full potential in academic and life skills.

All policies and aims of St. Anne's School are a product of the co-operative effort of its teachers and are understood and accepted by every member of staff.

Also refer to present prospectus.

Academic

The curriculum and teaching methods will take into account, and match, the needs of individuals as well as those of the group by involving pupils at different levels to suit their abilities. Additional and specific help will be given to pupils who need further guidance in particular subjects and to those who become well advanced in a subject, particularly mathematics.

The quality of teaching should be lively and stimulating. Teachers are expected and encouraged to provide challenging class materials supporting the individual's abilities and interests whilst enabling pupils to acquire a broad general knowledge of and respect for public institutions. The progress of each pupil is regularly reviewed with the object of identifying any problems and assessing areas where the pupil needs extra help or encouragement to reach their full potential.

Teachers are asked to plan and implement schemes of work, long, medium and short-term (the latter being inspected weekly by the Head of Prep. Curriculum, Deputy Head or Head of EYFS as appropriate) according to National Curriculum and QCA guidelines.

We aim for all children to reach the National Curriculum level for their age and in many cases to succeed this, i.e. Year 6 pupils to reach levels 4 and 5 in the core subjects (English, Maths, Science) and Year 2 pupils to reach levels 2 and 3 in the core subjects. (These levels will be reviewed in July 2016 once we have clearer guidance from the Department for Education.)

We expect all pupils with a high enough IQ to gain a grammar school place, if their parents wish. The academic curriculum caters for this as well as for success in our local Independent Schools Entrance exams.

Special Educational Needs. We aim to identify special educational needs as early as possible so that evidence based interventions and support can be put in place. Regular monitoring and review of progress is important to ensure that the support is adapted when necessary. We endeavour to work in partnerships with parents and pupils, and where necessary, external agencies, to ensure that all parties are involved in the identification of, planning for and monitoring of a pupil's progress and that their specific needs are known to all those likely to teach them.

There are bi-annual written reports sent to parents and two parent consultations are held throughout the year. Further meetings and discussions are held as and when deemed necessary. Teachers should be available before and after school to address any parental concerns.

St. Anne's supports on-going training for teachers through an 'in-service' programme as well as attending developmental courses outside of school.

Class equipment, such as books, art materials and computers will always be a priority resource.

Social

Pupils are expected to adhere to certain standards of behaviour and dress, showing consideration and respect towards others at all times and a responsible attitude towards the treatment of equipment and books. Teachers and other adults in the school should adhere to the St. Anne's Staff Code of Conduct Policy and display high standards of courtesy and discipline towards the pupils, acting as a role model for the children's behaviour. Older pupils are also encouraged to provide good examples for younger children to follow. All pupils should be sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs. Parents are made aware of the boundaries of good behaviour and the consequences of any infringement by pupils. The aim of St. Anne's School is to establish a socially acceptable norm of behaviour, supported by the parents.

St. Anne's fosters a sense of social responsibility and encourage pupils to accept responsibility for their behaviour, show initiative and understanding of how they can contribute positively to the lives of those living in the locality and to society more widely. This is achieved through classroom education and by supporting a diverse range of charities. Charities are helped through the efforts of the school and parents are made aware that any donations to those causes are entirely voluntary.

Recognition

St. Anne's School believes that achievement should be recognised, both as encouragement to other pupils and to boost self-confidence. There is a system of recognition both for 'effort' and achievement, individual and team. An individual collects stars for good work (academic and social) and is awarded a team point when they have five stars. Winners of team points are announced in Assembly and applauded by the school. 'Effort' cups are also awarded half-termly for each year group except Kindergarten 1. Examples of pupils' work are displayed around the school. Outstanding work may be displayed in the entrance hall with certificates awarded for this.

Discipline

Teachers, Pupils and Parents are all aware of the St. Anne's Code of Conduct. Any infringement of the code is dealt with, in the first instance, by the class teacher. Persistent or complex infringements are taken to the Head teacher or Deputy Head. Where necessary, parents will be called in for discussions with pupils and teachers at this stage. Pupils are expected to take responsibility for their own behaviour and will be present during discussions on disciplinary matters. Suspension will occur in extreme cases where bad behaviour must be regarded by peers as totally unacceptable. Pupils are taught to distinguish right from wrong and to respect the civil and criminal law of England.

Grievance

Should any pupil, teacher, member of staff or parent have cause to complain about a member of staff, the complaint should be registered with the Bursar, Head Teacher or Deputy Head. If the matter involves a complaint about the School's policies or any other matter associated with the School, the class teacher should be contacted in the first instance. If the complaint is not dealt with satisfactorily, the Head Teacher/Bursar must be informed. (see complaints policy).

Equal Opportunities

It is the policy of the school that everyone be treated on equal terms, regardless of race, colour or creed, sex or status. It is our aim to ensure that children are happy at school and that efforts are made to treat all children and adults fairly and without bias. (see equal opportunities policy).

Responsibility

The final responsibility within the school rests with the Proprietor, who will take an active role in the life of the school. It is the responsibility of the class teacher to maintain discipline and good standards of behaviour both inside and outside the classroom. The Head Teacher, assisted by the Deputy Head will take responsibility for ensuring that academic and social standards are maintained by adult members of the school and will address any shortfall with the member of staff.

It is also the responsibility of the Head Teacher, assisted by the Deputy Head, to do everything in their power to meet the objectives of St. Anne's School and encourage others to do so.

Supervision of Pupils

Before School

Should children arrive at school before 8.20 a.m. parents must supervise them until staff come on duty. Kindergarten 1 pupils should arrive from 8.30 a.m. when they are taken straight to their classroom by parents/guardians. This also applies to Kindergarten 2 for the autumn term only.

Pupils from other classes wait on the playground (if fine) until the 8.45am. when the bell is rung. Exceptions are pupils taking part in before school clubs. Members of staff will be officially on playground duty at 8.20 a.m. From 8.20 a.m. onwards a member of staff will also be on gate duty to welcome children. At this point parents will be asked to vacate the terrace. On wet, snowy or very frosty mornings all pupils wait on the terrace until 8.45 a.m. when they may go to their classrooms. The side gate is locked at 8.45 a.m.

It is recommended that no child, of any age, should be on the playground unsupervised. All staff should be aware of this and bring any unsupervised child into school until a member of staff is on duty.

Morning school begins at 8.45a.m. when a bell is rung and staff collect their classes from the playground.

Registration. Registers are marked for morning and afternoon sessions as follows:

^	Present
B	Educated off site (NOT Dual registration)
C	Other authorised circumstances (not covered by another appropriate code/description)
D	Dual registration (i.e. pupil attending other establishment)
E	Excluded (no alternative provision made)
F	Extended Family Holiday (agreed)
G	Family Holiday (NOT agreed or days in excess of agreement)
H	Family Holiday (agreed)
I	Illness (NOT medical or dental etc. appointments)
J	Interview
L	Late (before registers closed)
M	Medical/Dental appointments
N	No reason yet provided for absence
O	Unauthorised Absence (not covered by any other code/description)
P	Approved sporting activity
R	Religious observance
S	Study Leave
T	Traveller absence
U	Late (after registration closed)
V	Educational visit or trip
W	Work experience
X	Untimetabled sessions for non-compulsory school-age pupils
Y	Enforced closure
Z	Pupil not on roll
#	School closed to pupils

= other reason (to be specified).

Assembly is at 9.00 a.m. for all classes including Kindergarten 1 (on some occasions) on Wednesday, Thursday and Friday. On Tuesdays Kindergarten 1, Kindergarten 2 and Pre-Prep. and Years 5 & 6 have separate assemblies.

Break

Morning play is 10.25 - 10.45 a.m for the Pre-Prep. classes and 11.00 - 11.20 a.m for the Prep. Dept. For Kindergarten 1 it is 10.45 - 11.05 a.m. There is a rota of staff duties displayed in the staff room. Prep. And Preprep break will be covered by two members of staff, and KG 1 covered by Early Years staff.

Refreshments. - Every child is offered a drink of milk/juice/water mid-morning and have the opportunity to bring in fruit or vegetables in a small container. The Pre-Preps have this after their playtime and the Prep and Early Years just before their playtime

Lunch break is in two sittings: 12.20 – 1.00 p.m : KG2, Forms 1 and 2 eat their lunch in the hall and then go out to play until 1.30 p.m. 12.30 – 1.30 p.m : Prep. children play and then go into the hall for lunch at 1.00 p.m. They may return to the playground when they have finished their lunch.

Kindergarten 1 all day children eat in their own classroom and begin lunch at about 12.05p.m. supervised by Kindergarten 1 staff. When not eating, during the lunch break, all pupils will be free to play outside if dry. If wet children return to their own classrooms where they are supervised by staff and prefects, the exception being Year 2 who join Year 1 in their classroom. At least two members of staff will be on duty for every playtime and lunchtime although this is increased to three or four over busy lunchtime periods. When it is wet, monitors from Year VI also assist in Prep. Dept. classrooms. Wet break for Pre-Prep. is on the terrace. Kindergarten 1 will have wet break in their classroom supervised by Kindergarten 1 staff. Prep. Dept. have wet break in their classrooms, supervised by prefects and two staff members.

Afternoon registration takes place at 1.30-1.40 p.m. Pre-Prep. Children should be ready for dismissal at 3.20 p.m. and Prep. ready for dismissal at 3.40 p.m.

Teachers accompany children to the playground where they are collected by parents/guardians. Kindergarten 1 and Kindergarten 2 pupils are always collected from their classrooms.

All class teachers should accompany their pupils to the playground at the end of the afternoon and should ensure that they are collected.

Children in Pre-Prep. who have an older sibling in Prep. may join the Book Club, which is supervised on a rota basis by Pre-Prep. staff, until parents arrive at 3.40 p.m.

Any pupil not collected on time should be brought back into school and after a reasonable length of time (10 minutes) be escorted into after-care.

After-school care children are the responsibility of the Teacher and Teaching Assistant on duty, who will check their list at 3.30p.m. The younger pupils should be given into their care by the class teacher.

St. Anne's teachers are on a rota to stay on duty after school with the After-care staff. Unless a special arrangement has been made between a parent and the School, any pupil not collected by 5.20 p.m. is the responsibility of the duty teacher who must endeavour to contact the parents. (see child collection policy for further information of procedures to follow should a child still fail to be collected.)

(See separate policies on 'Supervision of Pupils and Playground Policy', 'Child Collection Policy' and 'Lost Child Policy') for more detailed information.

Supervision during extracurricular activities

Peripatetic teachers are fully vetted with regards to safeguarding. They are expected to keep a register of attendance and to ensure that pupils either return safely to lessons or to their parents at the end of the lesson or after school club.

Teachers running activity clubs after school should accompany children onto the terrace and ensure children are collected by parents/carer.

See separate Educational Visits Policy and Sports Risk Assessments for supervision during school visits and to sports fixtures.

Stairs

The school in general has a one-way system for using the two staircases: - up the back stairs and down the main stairs. Exceptions to this are staff and Year VI pupils before morning and afternoon registration.

Pastoral Care

Every child at St. Anne's is considered a unique and special individual and must be treated as such.

Staff realise that they should be continually observant, listen to every child when they voice an opinion and be sympathetic and encouraging if approached.

Overall responsibility lies with the Head, Proprietor and Deputy Head but class teachers are more likely to be approached in the first instance. In general the matter can be dealt with at this level, but good communication with the S.M.T. should ensure that the Head and/or Deputy Head are fully conversant with the issue. Peripatetic and non-teaching staff are urged to inform the appropriate class teacher, rather than take responsibility themselves. Pastoral Care Sheets should be filled in relating to any such matters and handed to the Head and Proprietor.

Written details should also be completed in the staff room diary, thus ensuring total communication.

Parents must be fully involved when professional judgement deems it necessary.