

## CONTENTS

School session times	2
Mission statement	3
Curriculum Considerations	4
Sex Education	6
Special and Exceptional Needs	7
Religious Education	8
The Literacy-based Modular Curriculum	9
A curriculum model	10
Quality of Teaching	11
Quality of Learning	15
Health Safety and Welfare	18
Health and Safety Guidelines for Parents	19

## SCHOOL SESSION TIMES

### Times of school sessions:

<b>Registration</b>	<b>:-</b>	<b>8.55 a.m.</b>
<b>Session one</b>	<b>:-</b>	<b>9.00 a.m.</b>
<b>Playtime</b>	<b>:-</b>	<b>10.00 a.m.</b>
<b>Session two</b>	<b>:-</b>	<b>10.15 a.m.</b>
<b>Assembly</b>	<b>:-</b>	<b>11.15 a.m.</b>
<b>Session three</b>	<b>:-</b>	<b>11.30 a.m.</b>
<b>Lunchtime</b>	<b>:-</b>	<b>12.30 Noon</b>
<b>Session four</b>	<b>:-</b>	<b>1.30 p.m.</b>
<b>Session five</b>	<b>:-</b>	<b>2.25 p.m.</b>
<b>Key Stage 1 finish</b>	<b>:-</b>	<b>3.15 p.m.</b>
<b>Key Stage 2 finish</b>	<b>:-</b>	<b>3.20 p.m.</b>

## MISSION STATEMENT

*inspiration provided through quality education for the  
children of Rayleigh.*

### **Ethos:**

Rayleigh Primary School, its children and adults, is an extension of the community it serves, its beliefs, aspirations and achievements. As this community grows through access to the wider world so must the aims of our school grow to meet the diversity of opportunities offered to our children. Recognition of this diversity and a commitment to the individual lies at the heart of our philosophy.

We envisage our Primary Education as encompassing four key cross curricular strands: -

**Core Skills:** The acquisition of logical cognitive skills, developed through science, literacy and numeracy.

**Research Skills:** The independence of learning and presentation through information acquisition (inc. ICT).

**Creative Skills:** The conveyance of meaning through considered and creative expression of their opinions.

**Personal, Social, Health and Citizenship Education (PSHCE):** The teaching of children to be confident, respectful, tolerant, charitable, healthy, fit and demonstrating care and concern for their world and its inhabitants.

These expectations and the ethos we promote exist to enable every child to share in an education that is *rich, varied, challenging and inspiring*, that enables them, by becoming independent learners, to fulfil their potential to the highest possible standard.

### **Aims:**

Our work is achieved through the promotion of the following considerations:

- \* Equal opportunities exist for all within the school community
- \* An understanding that children are valued as individuals
- \* Relationships that engender respect, security and understanding
- \* Achievement creates a positive self-image
- \* A learning environment that stimulates and challenges
- \* Work that is well-organised, purposeful and relevant
- \* Children who work co-operatively and collaboratively
- \* The acquisition of knowledge is intrinsically and practically worthwhile

### **Quality Assurance:**

The ethos of the school, its aims and objectives, are governed by our Quality Assurance procedure. The quality of teaching and learning, the quality of provision and the quality of administration are all assured under the ISO 9002 accredited procedure obtained on 15<sup>th</sup> May 2001.

## LUM CONSIDERATIONS

[Click Here to upgrade to  
Unlimited Pages and Expanded Features](#)

In Essex, every learner is entitled to a curriculum rich and varied, challenging and inspiring which enables every individual to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better world.

### **The Educational Environment.**

At Rayleigh Primary School we endeavour to make the learning environment stimulating, challenging and caring. Furthermore, our staff provide work that is well organised and disciplined. In this manner we encourage our children to become independent, confident and self-disciplined.

### **Classroom Organisation**

Classroom organisation ensures that there are opportunities for children to develop these aims. Stimulating displays involving the work of children, practical areas, tidy resources labelled for children all help to create an environment for learning.

### **Teaching Approach**

The overall approach taken towards children in the classroom is vital to the learning environment. Teachers are seen as trusted, friendly and guiding, aiming to present a positive role - model. By our aims we must endeavour to be stimulating, challenging, self-disciplined, caring, organised, independent and confident. Above all we must be flexible and keep the individuality of children at the forefront of our thoughts.

### **Learning Experiences.**

Children need equal opportunities and experiences that are available to all within the school community. They also need experiences that are motivating, purposeful and relevant. Finally they are encouraged to develop their work in a co-operative and collaborative manner.

[Click Here to upgrade to  
Unlimited Pages and Expanded Features](#)

A school should be motivating, purposeful and relevant. We feel that the best way to approach this target is to adopt a thematic approach which link subject areas and reflects the natural order of the world they see around them. This brings relevance to their learning.

In order to motivate children we seek to build upon their current understanding and to extend from this point. Their learning develops from the real, physical world to abstract thinking skills.

As a Primary School we appreciate that most of our children still need activities based on real life experiences and therefore these form the core of our curriculum.

As professionals we endeavour to make each pupil's time in school purposeful. The learning activities build upon one another to produce continuity and progression.

Although relying on first-hand experiences as the core of our teaching we are flexible in approach to ensure all areas of the National curriculum are covered.

Social skills have a high priority within our curriculum. The ability to collaborate with others and empathise with their point of view can best be achieved through group activities. We recognise that children learn from each other and so we ensure that in the the activities we set there are sufficient opportunities for team work, co-operative problem - solving and the sharing of opinions.

### **Organisation.**

Central to our Primary School philosophy is the axiom that all children are individuals and their individual needs must be addressed.

In our single year-group classes children are often taught in groups of similar ability. However, this does not alter the need to ensure all children have access to the full curriculum. This is achieved through careful curricular planning to ensure full coverage of the curriculum and differentiation within tasks to allow access for all.

There is an extensive system of teaching assistance for those children regarded as needing additional learning support.

### **Monitoring.**

The work of the children is monitored and evaluated through a variety of methods and the keeping of relevant, detailed records ensures that work is formative and progressive.

## SEX EDUCATION

The 1988 Education Reform Act states that schools should provide a curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life.

### Parental involvement.

The 1993 Education Act has given specific right to parents to withdraw their child either completely or partly from sex education lessons. The only exception is where this is part of the National Curriculum from which there is no statutory right of withdrawal.

The Governing Body believes that all children should participate in sex education lessons at the appropriate times and to that end invite parents to view the material which is used with the children particularly in year 6. Parental involvement is encouraged so that the school programme may act as a catalyst for discussion at home. The school will respect the views of parents who for religious or cultural reasons would not wish their child to participate in all, or part, of the sex education programme.

### Aims of Sex Education

- To encourage unembarrassed acceptance of sexuality.
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- To counteract misleading assumptions regarding what constitutes normal behaviour.
- To enable pupils to accept and be reassured that physical and emotional change and variation is part of the normal pattern of life.
- To understand the value of family life, caring relationships and the implications of parenthood.
- To understand the varied cultural and religious influences on individual sexuality.
- To increase awareness of their own and other's emotions and feelings.

We aim to create a climate in which children feel confident and able to discuss matters of concern with the staff. However a line needs to be drawn such that all concerned know how far to go in answering children's questions and the extent of knowledge imparted to them. We rely on the common sense and professionalism of staff and their knowledge of individual children to determine that line

## EXCEPTIONAL NEEDS (SEN)

At Rayleigh we have a strong commitment to our school aims. How we put these into practice is delineated in our **Overall Curriculum Policy**. Many of these aims reflect our commitment to treating children as independent learners. Such aims are built upon realising that children are individuals and have individual needs. Special Needs is a recognition that individual children develop needs and problems which require an extra provision. Such a provision may involve specific resources, a change of teaching method, altering the school day for the individual, in fact any number of independent conditions. We see this as part of good teaching and therefore we envisage a shared responsibility for SEN. This responsibility is reinforced by our management structure in which the work of the Teaching Assistants (SEN) and the Class Teachers is supported, monitored and evaluated by the Senior Management Team.

The first person a parent should always meet when discussing their child is the **Class Teacher**. It is the teacher who will have detailed knowledge of the child's abilities. Should it be required the **SEN Co-ordinator** and the **Team Leader** can inform such discussions. The school actively supports parental involvement that the teacher initiates with every child.

In keeping with this philosophy of recognising the individual needs of children, the school also recognises that many children possess unique talents. Such talents are managed in keeping with the school's Gifted and Talented Policy.

Parents are welcome to view these policies which are held in the office.

## REIGIOUS EDUCATION

The Governing Body of the school has adopted an RE policy in accordance with the LA agreed syllabus and the 1988 Education Reform Act. The syllabus is to reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. The teaching of RE may take place as a discrete subject, particularly when discussing major events e.g. Christmas and Easter, or it may be included in a cross-curricular approach when issues of morality and spirituality may be raised. The Education Reform Act 1988 gives parents the right to request that their child be wholly or partly excused from collective worship or RE or both.

## BASED MODULAR CURRICULUM.

[Click Here to upgrade to  
Unlimited Pages and Expanded Features](#)

The curriculum model has evolved from a concern to re-focus on the teaching of basic skills whilst also providing the necessary breadth and entitlement for the children. This means that children will use the subject to enhance their Literacy skills whilst learning the fundamental knowledge in the modules.

We are aiming to **raise the standards in Basic Skills** and be more focused in our National Curriculum work. Therefore, together with the programmes of study for the new modules there are clearly developed programmes of study in Literacy and Maths which will run as continuous work throughout each year group.

**Raising the standards of Literacy** has been further enhanced by the Literacy Strategy. Here class teachers and teaching assistants focus on the intensive teaching of basic English skills. The use of teaching assistants allows for small, differentiated group work to be undertaken and the needs of the children to be met more consistently.

Each module in the curriculum plan has been designed to cover the necessary content as prescribed in the National Curriculum. In designing the modules we have given particular regard to the core concepts of the subject without which the pupils would have little understanding. Where it is appropriate and desirable some subjects have been combined e.g. history and geography to form a humanities module.

There are modules that reflect our concerns for **cross-curricular skills** such as Creativity and Research and others, which reinforce the skills of Citizenship and Science. Each of the modules will last 3 to 4 weeks and will be taught alongside the normal work in Basic Skills, PE, Music etc.

As well as refocusing our curriculum content we have also examined our teaching approach in each of the three management teams:

- In the Early Years we are emphasising the acquisition of **Basic Skills** through an Early Years approach to teaching that concentrates on direct experience, structured play and early intervention.
- In the Middle School the emphasis is on acquiring the **Skills of Learning**. Here we look to develop confidence in the Basic Skills and familiarity with the techniques of problem-solving, investigation and experimentation.
- The Upper School concentrates in a very intense manner on the **Acquisition of Knowledge** that is inherent in the National Curriculum. This uses the skills gained in the Early Years and Middle School and aims to develop confidence and independence in learning with a particular focus on Research and multimedia information technology.

To provide the necessary **Quality Assurance** we have also developed our policies on Quality in Teaching and Learning. These aim to provide for teachers, pupils and parents the assurance of high standards in the delivery of the curriculum.

## CURRICULUM MODEL.

The basic model is designed in modules of between 3 and 4 weeks in length i.e. two per half-term. It is recognised that it may be possible, or desirable, to combine two modules that have compatible themes into a broader module. However, this is more likely to be the case in Early Years than in the later years where there is a need for more focused skill or knowledge development. As a consequence it is suggested that the model is viewed in the short modular format first.

The delivery of any particular module should, and must, reflect the best and most appropriate teaching approach. Aspects of creative, artistic, and technological work should be seen as a vehicle for the delivery of any particular theme. The need to produce work in a form that inspires and stimulates pupils to take pride in their work is vitally important. Therefore it is expected that any module would be supported by appropriate language work, artwork, model-making, etc. This would create an expectation of *focused, informative and interactive displays* that would be regularly updated to match the module.

The modular curriculum is broken into PSHCE, Research, Creativity and Scientific foci. The intention is to build on the Foundation Stage Curriculum that operates in the Nursery and Reception.

It is expected that alongside the modular work that regular work in Basic Skills will continue to be highly promoted. Literacy and Numeracy are strengths of the school and the school follows the recommended scheme of work from these strategies. However, the module themes support carefully organised Basic Skill work giving wider opportunities for learning.

There has to be a recognition and acceptance that certain National Curriculum areas will not fall into any easily constructed themes and may therefore have to be delivered in a discrete subject format. However, it is the intention that the majority of key knowledge and skills can, and will, be delivered in a thematic-modular manner. These are designed to inspire and motivate pupils to achieve consistently higher standards.

Prescription about the modules to be covered in a particular year is to guarantee the pupils entitlement to a broad and balanced curriculum. The intention is nevertheless to allow teachers to deliver the modules in a creative and motivating manner that reflects their own strengths and interests.

(See attached appendix.)

## QUALITY OF TEACHING.

identify, and make explicit, the elements of effective teaching so that it can translate its aims into relevant and challenging learning experiences.

### **Statement from School Aims:**

The expectations and the ethos we promote exist to enable every child to share in a curriculum that is rich, varied, challenging and inspiring, that enables them, by becoming independent learners, to fulfil their potential to the highest possible standard.

- Achievement creates a positive self image.
- Work that is well-organised, purposeful and relevant.
- The acquisition of knowledge is intrinsically and practically worthwhile.

The ultimate aim of our curriculum is to provide an education for the children in which their levels of attainment, independence and maturity enable them to achieve their future personal goals and an inspiration to continue their education. Thus, encouraging every child to become independent, confident and self-disciplined.

**Aim:** To promote quality teaching supported by regular and effective monitoring and evaluation.

### **Objectives:**

- To ensure that the purpose and organisation of teaching is appropriate to the team.
- To ensure appropriate curriculum coverage applicable to the team.
- To ensure individual progression in learning for each child.
- To ensure that teaching caters for the needs and abilities of all pupils.
- To demonstrate effective interaction between teachers and pupils.
- To enable pupils to demonstrate progress made in the acquisition of knowledge, skills and understanding.
- To enable pupils to demonstrate positive attitudes to learning.
- To ensure that pupils are supported, encouraged, extended and challenged through evaluation of their work and appropriate feedback.

### **Monitoring and Evaluation:**

**Process:** As part of the Performance Management - Staff Development process involving line management, peer and self-appraisal.

**Frequency:** Formally annually with continuous peer/self-appraisal

**Outcomes:** Formal improvement targets in aspects of teaching and classroom practice leading to the creation of a personal portfolio.

Primary School demonstrates the following

1.	Curriculum Planning	Long, medium and short term planning
2.	Record Keeping	National curriculum records; modular curriculum records; pupil profiles, SEN and teachers' personal records.
3.	Assessing Learning.	Teachers' personal assessment supported by standardised tests in English/Maths, and national tests at baseline / KS1 / KS2 interim test, / KS2
4.	Personal Review.	Through the wider Staff Development process involving appraisal, personal research, mentoring and reflection.
5.	Performance Management.	Setting improvement targets as an outcome of the performance management system.

**Teaching in the Early Years demonstrates the following characteristics:**

- direct / practical experiences based on children's current knowledge
- practical activities
- play ó directed, structured, planned activity with an educational outcome
- basic skills learning which will also include social, creative and physical aspects
- individual emphasis appropriate to age and ability and directed by the teacher
- collaborative or co-operative work appropriate to age and ability
- limited whole class teaching for appropriate activities including introductions which may lead to individualised or collaborative work and plenary sessions.

**Teaching in the Middle Years demonstrates the following characteristics:**

- skills learnt through direct practice
- problem solving and investigational activities
- thinking skills
- basic skills
- basic skills learning and reinforcement
- small group work with an emphasis on collaboration and co-operation
- whole class teaching for appropriate activities including introductions which may lead to individualised or collaborative work and plenary sessions.

**Teaching in the Upper Years demonstrates the following characteristics:**

- acquisition of knowledge which will include learning facts and developing memory skills
- research which involves acquiring and using knowledge for a purpose
- problem solving and investigational activities
- direct teaching / instruction of complex issues
- subject based modular topics
- learning to learn strategies
- whole class teaching for appropriate activities including introductions which may lead to individualised or collaborative work and plenary sessions.

ends upon teachers creating opportunities to explain  
feedback is dependent upon the accuracy of the teacher's  
evaluation of the child's weaknesses and next step for improvement. To assist in this  
process the school uses 'Next Steps' statements from target tracker to focus this two way  
dialogue for improvement.

### **The principles behind giving effective feedback.**

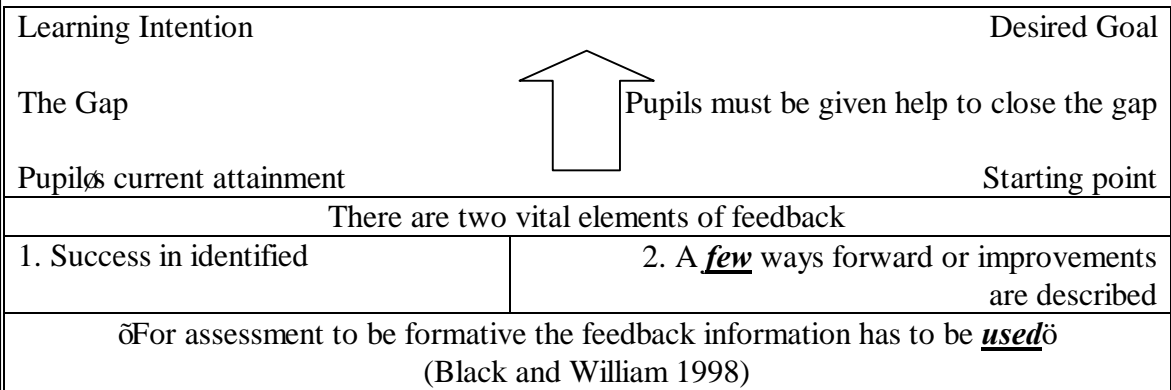
1. The purposes of feedback, both verbal and written, must be clear to all those involved - teachers, pupils, and parents.
2. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.
3. Feedback must be focused. Expectations should be shared with learners as learning intentions, objectives or standards to be aspired to. Often these will be linked to National Curriculum criteria, and may require 'translation' These expectations should be reflected in the feedback teachers give.
4. To be effective, feedback should comprise 3 elements: *exactly* what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made.
5. It is essential to be specific about what is good or not so good when providing feedback. Statements such as 'Well done' 'See to your punctuation' are vague and unhelpful.
6. There is no single 'right' way of providing feedback ó the strategy used should be appropriate for the purpose and context of the work. Teachers need to develop a 'tool kit' of approaches to giving feedback which they can draw upon within a subject context.
7. 'It might look like this' - the use of demonstrations and modeling of outcomes is an important part of providing feedback. Sharing exemplar material before and after work is done is very helpful.
8. Marking must convey that a pupil's effort is valued ó 'defacing' it by writing all over the work is unacceptable. Alternatives include the use of post-its, wrap-arounds, comments in the margin, codes, underlining and / or encircling a minimum of items.
9. Feedback is less effective if it always includes marks or grades. Periodic use of levels can be helpful if a summative judgement is required ó for example on a specific piece of work or once or twice a term to indicate progress. If marks, grades or levels are used their meaning should be clear to all involved.
10. It is essential to give learners time to absorb and act upon or consolidate feedback comments. A response to feedback should be expected as long as comments are brief, clearly written and easy for the learner to understand.
11. Acting upon feedback comments needs to have an incentive ó pupils need to know how they benefit by responding - what's in it for me?
12. The difference between action points identified in feedback on a current piece of work and longer-term target setting needs clarification for some teachers, pupils and parents.

es positively to behavior management. Evidence increased motivation and engagement and is worth

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

14. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.
15. For feedback to have a significant and sustained effect there needs to be an achievement culture in the school or department. This should provide clear direction and appropriate challenge for individuals. This culture should actively develop good relationships and promote self-esteem amongst pupils and teachers alike.

If improvement in work is to take place, the learner must first know the purpose of the task, then how far this has been achieved, and finally be given help in knowing how to move closer towards the desired goal or in 'closing the gap'. It is essential that learners know what the desired goal is.



A long paragraph at the end of a piece of work is not always effective. A grade or mark is not always understood and may not move learning forward. Teachers cannot afford to spend large amounts of time on activities that do not improve learning.

**Features of effective feedback**

Essential	Desirable
<ul style="list-style-type: none"> <li>○ provide clear learning intentions and success criteria</li> <li>○ highlight success and indicate one or two instances where improvement could take place</li> <li>○ make feedback accessible to the learner - written comments must be readable</li> <li>○ allocate time for feedback to take place or for learner to read written comments</li> <li>○ expect some focused improvement to take place, based on the feedback</li> <li>○ make effective use of time spent in providing verbal and written feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ encompass pupil self-evaluation and feedback from peers</li> <li>○ provide strategies for improving work</li> <li>○ model strategies for improvement through teaching</li> <li>○ link to longer term target setting</li> <li>○ do not use grades and marks on every piece of work</li> </ul>

Rayleigh Primary School defines learning as a reflective, thinking based process following an *interaction, intervention, application and outcome* cycle. Thus, learning is an active process belonging to the child scaffolded by teaching.

### **Statement from School Aims:**

The expectations and ethos we promote exist to enable every child to share in a curriculum that is rich, varied, challenging and inspiring, that enables them, by becoming independent learners, to fulfil their potential to the highest possible standard.

- A learning environment that stimulates and challenges.
- Work that is well-organised, purposeful and relevant.
- Achievement creates a positive self-image.

### **Aim:**

To define quality learning and ensure quality is maintained through regular and effective monitoring and evaluation.

### **Objectives:**

Rayleigh Primary School encourages the development of the whole child through identified **learning experiences** and **elements of learning** translating our aims into relevant, effective and challenging experiences.

### **Learning Experiences.**

**Rayleigh Primary operates a system of discrete and grouped subjects (called modules) to maximise learning. Modular or thematic work has evolved in the school to combine the best aspects of topic work as envisaged in the Essex document, which noted the following.**

*“that children’s work should develop from their own direct experience and interest..... their experience is very much child- and environment-centred and it is upon this that they are able to build, compare and contrast new ideas, and construct their learning..... children best learn those things which stimulate and interest them”*,

### **Our aims for modular and thematic work**

- To develop learning related to children’s interests and experience, i.e., to life, as they know it.
- To foster in children the skills of good scholarship i.e. to help them to learn how to learn
- To sustain children’s natural curiosity.
- To develop an empirical approach to problem solving.
- To encourage critical thinking in children and to feed their imaginations.
- To develop children’s facility in communication.
- To encourage in children a variety of responses to aspects of the environment and to their experiences.
- To encourage the progressive development and refinement of investigative and expressive skills, e.g. in the use of appropriate measures; in using paint.

children's sense of awe and wonder. To provide an avenue for differentiated learning.

children in planning their work and responsibility for its development, i.e. to encourage autonomy in learning.

- To allow them to follow an investigation or activity through its logical conclusion and to take pride in their achievements.
- To give children confidence to arrive at solutions and to seek out information for themselves.
- To provide experience in working in a group or as part of a team, i.e. to encourage co-operation in learning.

### **Elements of Learning.**

Our definition of learning as *interaction, intervention, application and outcome* guides our elements of learning.

#### **Interaction.**

Interaction includes interaction between the mind and other people, objects or senses. It also includes interaction within the mind between ideas.

Interactions can be;

- Making connections about one's learning in differing contexts.
- Reflecting about one's own learning strategies.
- Exploring how the learning context has made the learning effective.

#### **Intervention.**

Intervention includes the act of teaching, which we can shape, and other interventions such as engaging with others in learning. When structuring interventions our assumptions are as follows.

- All children are inherently competent despite individual differences
- Children reach their potential only if there is an opportunity to actively engage in the process of learning.

#### **Application.**

This is the element of practice that moves a successful experience into a state of being learned for future use. This includes practice of skills as well as strategies and approaches such as emotional viewpoints. The imperative for all learning or work taking place within school is that it has purpose. Research shows that where there is a purpose to children's activities learning improves.

#### **Outcome.**

Success is recognised as a key to learning, defining an outcome is important for children making the reason why they are learning clear. It also gives a stimulus to do such and such next!

Outcomes can be;

- Deepened knowledge.
- Action towards greater complexity and further learning.
- Creating Positive esteem, excitement and enthusiasm.
- Enhanced the sense of self.
- Greater affiliation to learning.

[Click Here to upgrade to  
Unlimited Pages and Expanded Features](#)

### Thinking Skills.

These elements of learning are tackled by encouraging thinking skills. We call these our 'Thinking Skills' and they determine the learning experience.

- Core Skills delivered through Science Modules, Literacy Strategy and Numeracy Strategy.
- Research Skills.
- Creative Skills.
- Personal, Social, Citizenship and Health Education Skills.

These 'thinking skills' are defined in our Thinking Policies.

## SAFETY AND WELFARE ISO 9002

Rayleigh Primary School is committed to high standards of Health, Safety and Welfare and will take all reasonable steps to ensure the Learning Services Directorate Health and Safety Policy, codes of Practice and other guidance are implemented. **This includes the Essex Child Protection Committee Guidelines.**

The Governing Body recognises its responsibilities as set out in the Scheme for the Local Management of School.

The local organisation and arrangements for implementing the policy have been entered in Annex D of the Learning Services Directorate Health, Safety and Welfare Policy. This is held in the Headteacher's office and copies displayed on the Staff Notice board. It will be updated as necessary.

### Codes of Practice:

The complete set is held in the Headteacher's room and appropriate copies displayed in the Staffroom and / or the appropriate rooms.

### Risk Assessments:

These are covered by the generic risk assessment contained in the Health, Safety and Welfare Policy and also by individual ones displayed in each class. Activity area. Where any activity is undertaken outside the normal practice a risk assessment must be completed by the appropriate member of staff.

### Accidents;

Must be reported immediately and recorded in the accident book. If appropriate the requisite form must be completed.

### Hazards:

It is the responsibility of ALL members of staff to immediately report to the Headteacher or Site Manager any hazard or damage which may cause a danger.

### First Aid:

All members of staff are required to act as a responsible parent in matters of First Aid. No medicines or tablets are to be administered without the expressed permission of the parent and in the detailed amounts.

In an emergency or with a pupil complaining of being unwell:

- Seek help from a trained First Aider.
  - Do not move the person if concerned.
  - For any head injury the parent must be informed
  - If illness symptoms seem prolonged send to the office.
  - Parents must be contacted where there is any doubt.
- In cases of anaphylactic shock there are trained members of staff.



## Health and Safety Guidelines for Parents

### Please notify the Office staff of the following:

Any infectious diseases, for example chickenpox, measles etc. so that we can inform other parents.

In the case of head lice or worms the child may return to school after treatment.

Any child suffering from a rash, diarrhoea, vomiting or discharge from eyes should be kept at home for at least 24 hours or until a doctor has certified that the child is fit to return to the school.

If any details of home circumstances should change please notify the office staff.

The class teacher must be informed at the start of school if your child is to go home with a different or new person.

Due to the increase in Anaphylaxis, an extreme allergic reaction to nuts, we would ask that parents avoid packed lunches with Peanut butter and other nut products.

