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School Software & Educational Resources

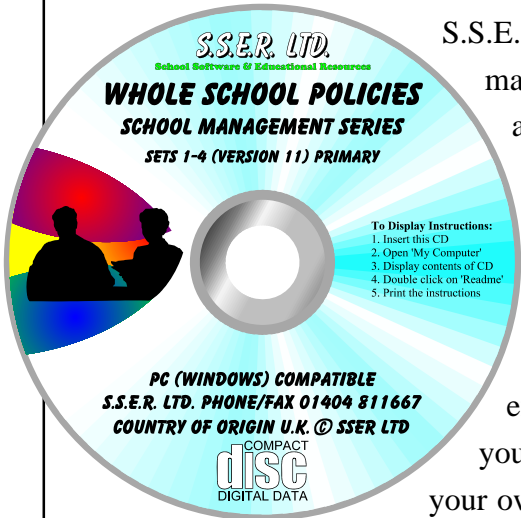
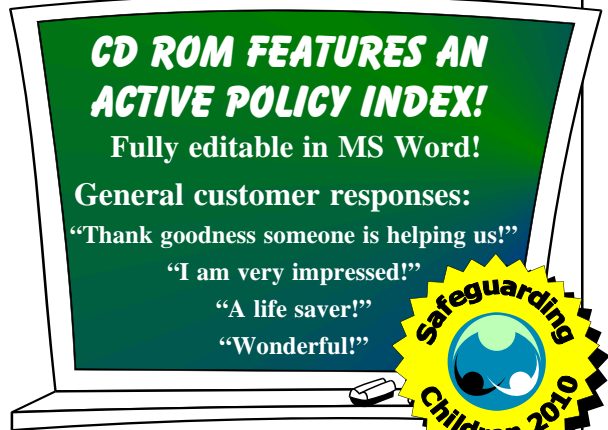
THE HEADTEACHER

PRIMARY SCHOOL VERSION

SCHOOL POLICIES

135 POLICIES FOR SUCCESSFUL...

- **SCHOOL INSPECTION**
- **FINANCIAL MANAGEMENT**
- **CURRICULUM MANAGEMENT**
- **PERSONNEL MANAGEMENT, CPD & INSET**



S.S.E.R. policies are renowned for saving school leaders and managers time in developing and reviewing their policies - we are the U.K.'s original and leading supplier of policies to schools and colleges. The latest version provides full coverage of all policies encompassed by OFSTED's requirements for Safeguarding Children. The 135 policies are grouped within four distinct themed sets and include new policies on Whistleblowing, Safeguarding Children, and Toilet Facilities (An Entitlement to Dignity). Make effective and efficient use of your time by adapting whole policies or sections to match your own specific needs. Use the ideas in the S.S.E.R. policies to enhance your own School Improvement Plans.

_____ SCHOOL
THE SCHOOL COUNCIL

Selection of School Council Representatives
At the beginning of each school year each class will elect, by secret ballot, their class representatives to the School Council.

Representatives will put their names forward for election and be seconded by another member of the class.

To stand as a class representative a candidate must fit the following criteria:

- be prepared to attend at least one school council meeting per term
- be prepared to speak out, on behalf of the class, at school council meetings
- be prepared to report approved minutes back to the class
- be well behaved and sensible in all aspects of the School Council and in particular during the meetings

Once selected should a candidate fail to meet any of these criteria then they can be deselected and a new class representative elected.

Role of the School Council Representatives
The school council representative for each class is responsible for:

- collecting ideas from the class to put forward as possible agenda items
- organising a class discussion on the finalised school council agenda
- representing the class' ideas about each of the agenda items at school council meetings

Reporting back to the class on the discussions at the council meetings and passing on any decisions made at the School Council.

The school council representatives may also be called upon to represent the school in many other ways, e.g. meeting special guests to the school, the representatives may also need to report back to the class any discussions held with such special guests. The school council representatives may also be responsible for representing the pupils' views to representatives from outside the school, e.g. local councils may wish to discuss with school representatives the pupils facilities in the local area.

Once the School Council representatives have been elected it would be appropriate for the Chairperson for the School Council to meet with them all and discuss the role of a council meeting, and talk through the discussion procedures i.e. not showing hands up and waiting to be asked to speak (Speaking through the class). The school council representatives may also be responsible for representing the pupils' views to representatives from outside the school, e.g. local councils may wish to discuss with school representatives the pupils facilities in the local area.

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way of INSET for the pupils a brief discussion could be held on a topic agreed in advance, to give the pupils experience at taking part in a formal debate.

Setting the School Council agenda
Prior to each term's school council meeting each class should hold a meeting to discuss any issues of concern to them. From these, an agreed list of suggested agenda items should be put forward by the council representatives.

_____ SCHOOL
ADMINISTERING MEDICINES & ASTHMA

Aim:
To consider medical advice on the best procedures to support asthmatic children in school and to enable them to take part as fully and safely as possible in all school activities.

1. Copies of the child's specific medical needs (as advised by parents) will be kept in the school office, and also attached to the register to alert the teacher to the needs - this includes asthma. Their names will be highlighted in the register and a red M placed next to their name and a red medical form at the front of the register will provide detailed relevant information. Teachers MUST ensure these sheets are kept up-to-date.
2. Children with inhalers will be responsible for their own inhaler so that they always have immediate access to it. If necessary, this includes the inhalers being taken out of school for games/swimming, or other off-site activities.
3. It is important that all adults involved with children in school or school-associated activities, should receive advice on practical asthma management.
4. Parents will be informed of the arrangements by letter. Information for each child will be updated as appropriate and at least at the beginning of each school year.

Obtaining and Recording Accurate Information
The school will ask all new parents whether their child has asthma. As well as keeping a note on the child's personal file a special needs record will be kept at school and will be updated, as necessary. The special needs record will show:

- Personal details, hospital reference, if applicable;
- Treatment needed regularly (preventer);
- Relief treatment (relievers) if required.

Medicines and Inhalers
If inhalers are necessary, (i.e. prescribed by a Doctor), children will need free access to their location. Inhalers will be stored in a drawer of the relevant class. All other medicines will be stored in the school office/medical room. All medicines, will be labelled with the child's name and class. There are two types of inhaler used to relieve the symptoms of asthma - common examples are called Bricanyl and are usually BLUE in colour. These inhalers cause airway inflammation and are clearly designed to prevent the onset of asthma. Common preventers are 'Beclafort', 'Beclatide' and 'Intal' and are usually BLUE in colour.

When administering medicines to pupils. However, pupils will be allowed to self-administer medicines if written authority is provided by both the parents and the pupil's G.P. The school may administer medicines as prescribed by a G.P. again if written authority has been provided by both the parents and the pupil's G.P.



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 SCHOOL - LITERACY
 ACTIVITIES TO ENHANCE LITERACY SKILLS

AIMS/OBJECTIVES:

- to develop a framework for a more systematic approach to employ activities which develop communication skills and which use texts effectively;
- to encourage a reflective and lively response from the children to written exercises and texts.

Activities support the development of literacy skills when:

- they are teacher directed for a specific purpose;
- children are getting real practice in reading, spelling and writing;
- children are getting real practice in thinking, asking questions and discussion;
- they require group involvement, e.g. when they act as a stimulus for discussion;
- subject specific vocabulary is systematically introduced and taught.

Developing Communication Skills

The following list illustrates some of the many ways to enhance the development of key skills such as reading, talking, listening and writing:

- Encourage pupils to use the sequence: **think talk write** as a precursor to written work. The talk may be between pupils or pupil to teacher.
- Provide pupils with the opportunity to use a variety of writing styles and encourage them to consider their audience and purpose as a precursor to their written work - this contributes significantly to determining the style of writing, e.g. the written work may be in the form of a newspaper report, answers to SATs style test questions, an imaginative story or a letter telling a friend about a new discovery. Different audiences require different kinds of structure and terminology in the written work. Such written works can also be acted out or read aloud developing reading skills as well. Pupils should be encouraged to display their subject knowledge and understanding within their written work.
- Encourage pupils to make use of writing activities that require their engagement, decision making and thinking. Some DARTs (Directed Activities Related to Text) are good for this being suitable for various types of curriculum texts including literature. Many DARTs can be adapted to suit the age and ability of the child and can be introduced in any order as suitable opportunities arise. Using a series of such activities can slowly guide the pupils towards their own independent writing. Examples of such DART activities would be:
 - Underlining and labelling diagrams:**
 - enables pupils to physically pin down important parts of texts;
 - even the simplest activity involves classification of some kind;
 - it is useful for picking out ideas buried in the text.
 - Sequencing:**
 - focuses attention on logical order;

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 SCHOOL - PASTORAL CARE
 MENTORING

SECTION 2 TYPES OF MENTORING

The School employs three different types of mentoring:

- Adult Mentoring
- e-Mentoring (Telementoring)
- Senior Pupil Mentoring

1. Adult Mentoring

Adult mentors are mostly volunteers from the local community. However, Level 3 or 4 Teacher Assistants may have mentoring as part of their job description. Adult mentors come from a wide range of backgrounds and experiences, such as:

- People making time to come in during their time off work
- Unemployed people
- Retired people
- People on long term disability allowance
- Part time workers
- Local students from colleges and universities (many of them ex-pupils of the School)
- People who have been a mentee or befriender themselves, at an earlier stage in their lives.

All adult mentors make a commitment to at least one visit a week (often two), for about 30 minutes, for a period of at least six months. The visits happen during school time within the grounds, usually in the Library, or other public place. An adult mentor may have up to three mentees, although most have just one. In conjunction with the pupil's class teacher, the adult mentor and the mentee set targets for the mentee to achieve. The targets may also have been previously set by the class teacher. The targets may be based on academic, or personal development goals, or a mixture of both. For details concerning the recruitment and training of adult mentoring see Section 3 of this policy.

2. e-Mentoring (Telementoring)

Most of the principles highlighted above apply to other forms of mentoring. Our e-mentoring programme links pupils with an adult mentor by email. The emails are exchanged twice a week during supervised class time. The adult mentors are provided by a private company in the U.K. with strict security and vetting procedures. There are a number of companies providing these services, and we aim to get the best value for money. This scheme works alongside our main mentoring programme. The range of issues dealt with are as varied as they are in the main mentoring programme. One of the advantages of these schemes is that they offer mentors who are subject experts. This has the advantage that mentees can get access to another expert, other than their main teacher, which fits in with our increasingly information rich society, in which there are multiple sources of knowledge.

Evaluation is completed online with optional feedback forms. The Mentoring Co-ordinator gets a summary of all feedback submitted, as well as online access to all individual comments.

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 SCHOOL - SEN
 IDENTIFICATION, ASSESSMENT, RECORDING & REPORTING

PRINCIPLES

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, e.g.

- class teacher request;
- pupil self request;
- parental request;
- management request;
- Health Authority or GP request;
- following information from previous school (e.g. primary school);
- following blanket testing of Year 1 pupils;
- following diagnostic tests;
- following individual interviews;
- following a SEN teacher tracking and observing individual pupils in lessons.

Early identification, assessment and provision for any SEN child is very important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur;
- It can maximise the likely positive response of the child;
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- If the child's learning difficulty prove less transient when addressed by the school alone the external agencies can be brought in earlier and very likely with more success.

During September/October:

- all Year 1 pupils are given a baseline assessment and the results of this are used alongside any information forwarded from nursery schools. The baseline assessment scheme has been formerly adopted by the Governing body and the LEA has been informed of this fact. Baseline assessment is conducted using the Signposts Scheme developed by Birmingham University and published by NFER/Nelson scheme and accredited by the Qualifications and Curriculum Authority (QCA). All baseline assessments cover:
 - language and literacy;
 - mathematics;
 - personal, social and emotional development.
 Some schemes also cover 'Knowledge and understanding of the World', 'Physical Development' and 'Creative Development'.
- all Year 2 pupils are given a Reading Test (indicating reading and comprehension ages), and a Spelling Test.
- all pupils new to the school and in Year 2 or above are given a Reading Test (indicating reading and comprehension ages), a Spelling Test and a Non-verbal Reasoning Test.

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THE MOST 'TIME EFFICIENT' WAY TO DEVELOP POLICIES

SCHOOL - LITERACY DEVELOPING SPELLING

Section 1 Introduction

It is important that both parents and pupils have access to a practical whole school policy on spelling. Therefore parents should be provided with a copy of this policy. This policy, designed for staff, parents and pupils, gives practical advice and information about how pupils' spelling can be improved. Good spelling is important in writing:

- it eases communication and understanding.
- it creates a good impression and can help career prospects.
- it frees the writer to be more expressive.
- it can prevent the writer's ideas being quickly dismissed, as they may be if the spelling is wrong.

There are some fundamental principles on which this policy is based:

- correct spelling is crucial in any form of written work, be it hand written or computer generated.
- spelling is a skill that can be taught and learnt.
- spelling failure can occur throughout the ability and age range.
- all pupils can improve on their spelling as long as:
 - i. they are shown how.
 - ii. they are willing to learn.
 - iii. they have confidence in their ability to improve and do not see themselves as poor spellers. The dangers of the self-fulfilling prophecy cannot be overstressed.

Every teacher must be aware of the importance of creating opportunities for pupils to improve their spelling. Pupils will obviously learn some language which is specific to particular subject areas, e.g. polygon, chemical, volcano.

If spelling is not taught well, pupils' written work may deteriorate, i.e. they may become worse at using their existing knowledge about word structure and dealing with new words. Opportunities should be taken in every curriculum area to promote a positive approach towards more accurate spelling. It is also important that the School has a clear, manageable whole school policy on marking - see separate policy.

In the early years a good basis of phonic alphabetical knowledge is important for spelling correctly or reasonably accurately. This will also enable the pupils to use word banks or simple dictionaries with confidence. At this stage the aim is also to encourage independence so that the child does not waste time waiting for an adult's help, using only a limited amount of spellings they are familiar with at that time.

The teaching of phonic skills needs to be systematic, regular and progressive through the learning of sounds, sound combinations, prefixes and common endings, in order to contribute to pupils' knowledge about language as a whole.

Section 2 Improving Spelling

Perhaps the most important aspect of helping to improve spelling is to try to ensure that pupils do not see themselves as poor spellers who cannot be taught how to improve. It may be that they do not have a good memory for certain things, such as the order in which letters

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SCHOOL - THE SCHOOL LIBRARY AIMS & OBJECTIVES

It should be noted that, as appropriate, the aims and objectives of the School Library relate directly to those of the School, and to the requirements of the National Curriculum. In order that the Library's aims, objectives and various policies are implemented and become effective then the active promotion of the Library is essential as is the role of the Library in enabling pupils to become capable and enthusiastic readers.

AIMS

The Library in liaison with class teachers works towards achieving the following aims:

1. To provide a challenging, yet supportive environment to stimulate, maintain and develop:
 - a lively enquiring mind;
 - a curiosity, interest and enjoyment in reading.
2. To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
3. To enable pupils to be familiar with a body of knowledge and information retrieval skills applicable to a wide range of sources including books, CD ROMs, internet, audio and video tapes. To this end we encourage pupils to develop the habit of reading and to value reading as a source of pleasure and as an important skill for life.
4. To contribute to the development in pupils of a wider body of knowledge and skills, e.g. to value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
5. To support teaching methods and to provide sufficient and carefully selected stock that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to a wider body of knowledge and skills and to experience success and enjoyment in their work. The stock also includes resources that contribute towards the pupils' spiritual, moral, social and cultural development.
6. To develop an awareness in pupils of:
 - the implications of books and other Library resources (past and present) for the individual and the local, national and international communities and to appreciate human achievements, failures and aspirations.
 - the significance of books and other Library resources in order to value them as an important, pleasurable and fundamental realm of human experience.
7. To enable pupils to develop a range of desirable personal qualities such as politeness, perseverance, initiative and independence.

OBJECTIVES

These objectives relate directly to the seven aims of the Library at _____ School and are intended to show how the aims are actually put into practice.

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SCHOOL - INCLUSION GIFTED & TALENTED CHILDREN

SECTION 1 Introduction:

It should be noted that unfortunately the 1993 SEN code of practice did not include gifted and talented pupils in the definition of those with special educational needs. The target group for the DfES gifted and talented children programme are the most able 10% - 15% of pupils (in national terms). Because of their ability, the educational requirements of these pupils can be different from that of the main body of the school's population if they are to achieve their true innate potential, e.g. they need more conceptually challenging material or opportunities to develop specific talents or skills. There is a clear distinction between the DfES cohort of gifted and talented pupils, i.e.

- a **gifted pupil** is considered to be one who shows exceptional ability in one or more of the academic elements of the School curriculum.
- a **talented pupil** is considered to be one who shows exceptional practical/performing abilities in subjects such as art, design, performing arts (music, dance and drama) or P.E.

It should be noted the traditional concept of 'Gifted and Talented' in educational psychology is restricted to a much smaller percentage of pupils - as low as 1% or 2%. Therefore much reference material relates to this smaller cohort of pupils.

SECTION 2 Aims:

This policy and its implementation aims to:

1. Ensure that all relevant school policies include a focus on the needs of gifted and talented children.
2. Set clear criteria by which gifted and talented pupils can be assessed, identified, registered.
3. Identify effective school-wide strategies that support the gifted and talented and nurture their capacity for unrestricted learning and creative thought.
4. Identify clear roles and responsibilities for staff both within the School and the LEA, particularly the Gifted and Talented Co-ordinator.

SECTION 3 Referral, Assessment and Identification:

Gifted children have a great thirst for knowledge and it is vital that this need is identified as early as possible so that parents and teachers can give them the required level of support in order that they may develop their talents. One of the greatest difficulties is in deciding whether or not to refer a pupil for assessment as gifted and talented. Is the child truly gifted and talented or just bright? The following list of characteristics of gifted and talented pupils can prove helpful in the decision whether to refer or not:

Bright Child	Gifted and Talented Child
Is interested	Is highly curious
Usually has good ideas	Always has good ideas and sometimes lateral ideas which may appear at first to be silly
Knows most of the answers	Knows most of the answers and starts to asks questions
Answers questions appropriately	Answers questions but then tends to elaborate
Needs several repetitions for mastery of a skill	Needs only one or two repetitions for mastery
Understands ideas	Constructs abstractions

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SCHOOL DISPLAYS

PRINCIPLES

The quality of display work within a school has much to say about the values and ethos of that school. This policy is written giving due consideration to the following principles:

- that the visual appearance of the School contributes to its image, and ethos;
- that the displays in the public areas of the School should reflect its life, work and values;
- that the displays in question should be educative, informative and visually stimulating, not only for the School's population, but also for its numerous visitors;
- that such displays may have a positive effect on pupils' interest and motivation;
- that pupils and others tend to respect and to look after an environment that has a pleasant, orderly and cared for appearance, and one that they or their peers have helped to create.

CONSIDERATIONS

- displays should be related to the recent, current or impending learning of pupils and on occasions it may be focused on some topical personality, matter or issue concerned with the relevant subject in the locality or in general;
- displays should be labelled in order to identify the work by name and age/school year, and to indicate the learning with which the whole display or individual items within it are concerned;
- displays should be 'neat and tidy' and 'well-arranged';
- displays should be well-maintained, and modified or dismantled when they have 'run their educational course', rather than being allowed to 'age' or disintegrate;
- displays should be made secure when any valuable items are included, at those times when a room or the School premises generally, are at their most vulnerable.

DISPLAYS IN PUBLIC AREAS OF THE SCHOOL

A 'Display Committee' considers issues such as 'Who displays what?' and 'When and where they display it?' It is chaired by the Headteacher and it has a representative for each curriculum area (usually the subject co-ordinators). This committee, which meets at least three times during the academic year, produces a calendar for the year which allocates time and display space to each curriculum area in rotation. Members of the committee, working in concert, regularly organise a cross curricular themed display, typically to coincide with or to commemorate some local or international event. As a consequence, the display areas in question are properly occupied and maintained throughout the year.

The public display areas currently include a number of boards and glass-fronted cabinets located at various positions around the building, several strategically placed notice boards, cabinets containing the School's sporting and other trophies, and a collection of photographs of people or events significant in the School's history.

(For a plan identifying the locations of these areas, see Appendix ____).

DISPLAYS IN CLASSROOMS & SPECIFIC TEACHING AREAS OF THE SCHOOL

As a general rule staff have one room/area in which they carry out most of their teaching and so they are individually responsible for the displays in that room/area. However, it is the support staff or pupils that actually mount the display and dismount old displays under guidance from the teacher. Pupils and support staff should not stand on tables, chairs, etc and pupils should not use staple guns - safety must be a high priority for both staff and pupils. Typically, displays in classrooms will contain one or more of the following:

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SET 2

32 SCHOOL POLICIES

STAFF ISSUES, ADMISSIONS, BEHAVIOUR MANAGEMENT, EXTENDED SCHOOLS, DISABILITY PROVISION, VISITS, CHILD PROTECTION, ETC.

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Staff - Setting Work For Absent Teachers	3
Staff - Cover & PPA Time	4
Staff - Arrangements For Bad Weather	2
Staff - Using Support Effectively	7
Staff - Stress Management	5
Staff - Improving Staff Attendance	5
Staff - Recruitment & Selection Procedures	3
Staff - Whistleblowing Policy	4
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SCHOOL - STAFF
IMPROVING STAFF ATTENDANCE

SET 2
SAMPLE**SECTION 1: INTRODUCTION**

The School has a stable and highly committed workforce whom we seek to support and develop. We believe that the motivation, competence and capability of individuals (including themselves) within the School and their contributions are its most important asset. Therefore, high attendance rates are essential for the orderly running of the school and therefore staff should work with the school managers in attempting to maximise attendance rates. When staff are absent extra work and associated stress may fall upon certain staff if standards of teaching and learning are to be maintained.

The management of absence, in a positive and supportive manner, is considered an integral part of performance management and is required in order to optimise attendance rates and enable the school to move forward and achieve its goals. Staff who are under stress, incapacitated or absent due to illness or personal reasons, should rightly feel that the school is concerned for their well-being and that it will provide appropriate support prior to and following the return to work.

Initially where attendance falls short of expectations supportive action (employing consistent and fair standards) will be taken to gain improvements wherever possible. However, staff must accept responsibility and accountability for their own actions (within their levels of competence) and acknowledge that frequent/inappropriate absence is a serious problem. Such frequent/inappropriate absence or false claims to sickness may lead to disciplinary procedures being taken.

SECTION 2: AIMS

The aims of this policy with regard to absence (not known in advance) are to:

- Foster high attendance and minimise absence.
- Clearly describe the School's positive management of absence and its expectations of responsibility and accountability for all staff.

The policy of the school is to encourage positive action to be taken in the event of sickness and to prevent a culture developing where sickness absence is thought to be an inappropriate subject for management. In order to achieve these aims, the following standards, expectations and roles will be adopted.

SECTION 3: ROLES AND RESPONSIBILITIES**HEADTEACHER & SENIOR LEADERSHIP TEAM (SLT)**

It is the responsibility of the managers of education to have policies and procedures in place which manage the Health, Safety and Welfare of staff and more specifically which give them a good work/life balance and which actively manage occupational stress. A good working environment, salary, and conditions of employment, together with the aforementioned issues can work together to improve staff attendance. The associated benefits, to the school, of good stress management also include:

- increased performance by staff and pupils;
- increased job satisfaction and retention of good staff;

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SCHOOL - HOME – SCHOOL LIAISON
HOME – SCHOOL AGREEMENT

SET 2
SAMPLE**PRINCIPLES**

N.B. The term 'parents' is employed throughout this policy to refer to parents, guardians, carers or others in loco parentis.

At its most effective, the education of children is a collaborative enterprise involving teachers, parents and the pupils themselves. Self-evidently, parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and the parents of their pupils, can hardly be over stated. Parents can certainly help more effectively if they know what the School is trying to achieve and how they can help. This Home-School Agreement is produced in the hope of strengthening the bond between Home and School - we therefore invite you to sign a declaration supporting this agreement. This Agreement is a statement of intent on behalf of both the School and parents as to:

- The School's aims and values;
- The School's responsibilities towards its pupils;
- The responsibilities of parents and carers;
- The responsibilities of pupils;
- Complaints procedures.

SCHOOL AIMS & VALUES**Pupils**

- To provide a challenging, safe and supportive environment in which we can stimulate, maintain and develop, lively enquiring minds.
- To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
- To value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- To develop in pupils a positive attitude (including health and fitness) towards themselves and others with a strong sense of self respect.
- To appreciate human achievements, failures and aspirations.
- To support the implementation of the statement on 'Shared Values' and to enable pupils to develop:
 - a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others and the environment, initiative and independence;
 - a sense of respect for other peoples' property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
 - a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils can become responsible members of society.

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SCHOOL
HOMework

SET 2
SAMPLE**WHY IS HOMEWORK IMPORTANT?**

Homework is valuable for the following reasons:

- It can help pupils to make more rapid progress in learning.
 - It can allow pupils to develop the practice of working on their own without the constant presence of the teacher or other pupils on the one hand and the external discipline of the timetable, bells etc. on the other. This way of working is vital at the later stages of secondary education and after.
 - Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds.
 - It can allow valuable practice of skills learned in the classroom.
 - It can allow pupils to use materials and other sources of information that are not always available in the classroom.
 - It can involve parents and others in the pupils' work for their mutual benefit.
 - It can give opportunities for long term research and other work.
- 8.It can form an important part of the pupil's notes.
- This gives pupils valuable experience of working to dead lines and facilitates staff with their marking schedules.
 - It forms a link with the methods of study crucial to success at Secondary School.

THE NATURE OF THE HOMEWORK.

We have a system whereby the class teacher sets one or two homeworks per week. The nature of the homework will vary between year groups, different classes and topics of study. Homework is not set for school holidays. Marking homework forms an integral part of our assessment - see the Assessment policy. We aim to return marked homework to the pupils as soon as possible, for inclusion in that topic of work and whilst the exercise is fresh in the pupil's mind.

Each homework may involve the following:

- reading/writing/spelling. In the early years reading books are taken home as a matter of course. Pupils 'read' at home and/or practise key words or sounds with their family. Weekly spellings can be given and possibly number bonds or tables. Parents routinely complete a sheet which clearly informs the teacher of the pupil's achievements;
- watching a T.V. programme;
- carrying out a project. This may involve research, collection of information for an individual or group project;
- observing/recording;
- making a model to exemplify an item of work. This often involves the whole family in the discussion, e.g. a musical instrument, circuit games, digestive system. Materials are either provided or involve the use of 'household junk' items. The majority of pupils thoroughly enjoy this type of challenge and commit more than 1 hour to the task;
- completing an exercise to practice, enforce or apply aspects of the class work, e.g. writing up practical work. This type of homework would usually be restricted to years 5 and 6.

The task selected by the class teacher is commensurate with the ability of the pupils.

HOW DOES THE SCHOOL HELP PUPILS ORGANISE THEIR HOMEWORK?

- Each pupil is given a homework diary at the beginning of the year. It says when the homework for each subject area will be set and when it is due in. We normally give up to a week to complete homework to allow flexibility.

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THE MOST 'COST EFFECTIVE' WAY TO DEVELOP POLICIES

SET 2
SAMPLE

SCHOOL PHYSICAL RESTRAINT OF PUPILS

SECTION 3 – WHEN IS PHYSICAL RESTRAINT NOT APPROPRIATE?

Staff should not employ physical restraint if:

- they believe that in doing so they may put themselves at risk;
- it is to be used to enforce a member of staff's instructions.

SECTION 4 – WHO CAN APPLY PHYSICAL RESTRAINT?

Physical restraint can be used by any authorised member of staff. An authorised person can be considered as anyone who has been authorised by the Headteacher, and so is acting in an official capacity at that time on behalf of the School i.e. a parent helping out on a school trip. As well as teachers this includes classroom assistants, lunchtime supervisors, caretakers etc as well as official visitors to the School, such as educational physiologists, education welfare officers etc. The Headteacher should keep a list of all people who are authorised on the School's behalf to use physical restraint should it become necessary. These people should all be made aware of the contents of this policy.

Junior members of staff (e.g. NQTs) should avoid having to physically restrain a pupil. In situations where restraint might become necessary they should send for the help of a senior member of staff.

As part of the School's induction procedure for new staff a more detailed discussion of this policy should be held.

SECTION 5 – THE SIGNS OF PSYCHOLOGICAL/PHYSICAL CONFLICT

There are symptoms of psychological conflict that may develop into physical conflict – these are identified below. However, the same symptoms, taken in isolation, can occur in situations where no physical conflict will occur. Many of these signs may also be indications of other medical, social or psychological problems or simply normal child development. Staff therefore need to be careful and thoughtful in ascertaining whether physical conflict is probable. The signs and symptoms described in this policy need to be considered in the light of normal child development, e.g.

- Sweating;
- Fast breathing;
- Turning red faced;
- Fidgeting;
- Lack of eye contact;
- Arms crossed;
- Clenched fists;
- Jaw jutting out or chest thrown out.

SECTION 6 – AVOIDING PHYSICAL RESTRAINT

Where there are signs that physical aggression is likely, or is taking place, staff should remain calm and attempt to achieve the required end point through other means rather than physical restraint – these might include:

- maintaining eye contact with the child, where possible. Do not force the child to look at you as this can worsen the situation;
- moving calmly and in a non threatening manner;
- making simple clear statements, do not keep asking questions;
- speaking in a quiet calm voice;

SET 2
SAMPLE

SCHOOL - STAFF PERFORMANCE MANAGEMENT

The role of the Team Leader

- Provide the learning/development tools in consultation with senior managers and other team members.
 - To help staff within the team to plan and build on existing skills and to form clear, relevant and attainable targets setting a clear timetable and guidance for the annual review.
 - Implement best practice educational techniques in the team and bridge gap between educational requirements and technical capabilities.
 - Work in tandem with individuals to enhance performance of our most important and valuable asset and build up a shared understanding of teaching skills.
 - Provide a strategic input to the school's future success as part of a team partnership, ensuring that individual teacher objectives relate to the School Improvement Plan.
 - Offer guidance and encouragement to NQTs to engender a high quality educational environment.
- f) **The role of the Teacher**
- To assist in the mapping and audit of personal skills.
 - To assess personal development needs in relation to their professional development.
 - To draw up an individual learning plan and map career progression.
 - To participate in making teaching more effective in terms of content and mode of delivery and thereby enhance pupils' learning.
 - To assist in the evaluation of training and performance.

SECTION 3 PRACTICAL ISSUES

For Performance Management to be introduced/evaluated effectively consideration must be given to:

- Involving Teachers In Joint Planning**
- Clarity Of Purpose**
 - A programme which aids staff career development in preparation for, and anticipation of future roles or jobs.
 - To improve and maintain the quality of practice at the school - becoming more fluent, more productive, more responsible, more collaborative or more expert; taking on more complex or more challenging problems.
 - To expand the professional domain of competence of all staff by either development of one or more specialisms, broaden technical expertise, or development of a management or training role.
 - clear lines of responsibility for development and implementation.
- Quality Assurance**
 - Competence based qualifications lead to expectation of quality of assurance - implicit is the assumption that qualified professionals are, and will remain, competent in the tasks and functions they perform.
 - A programme specifically addresses teaching and learning to raise the standards of attainment achieved by the pupils.
 - High quality staff training and development as an entitlement.

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SET 2
SAMPLE

SCHOOL - STAFF STAFF - STRESS MANAGEMENT

Section 3 Aims and Objectives

Aims

The School works to the ESCA/HSC definition of occupational stress, i.e. stress can result when there is a mismatch between the perceived pressures of work and an individual's capacity to cope. By the implementation of this policy the School Management aims to:

1. Prevent, identify, manage and remove stress at both the individual and institutional levels. To reaffirm that stress is not caused by, or a symptom of, incompetence or weakness.
2. Help staff and pupils to identify and address the causes of stress themselves (whether they be minor or debilitating) and to have clear lines and methods of support.

Objectives

These objectives relate directly to the two aims of Stress Management at _____ School and are intended to show how the aims are actually put into practice.

1. a) We adopt a high priority preventative approach towards potentially stressful events or demands in order to reduce the incidences of stress.
- b) The School's management consistently thank the staff for their work and thereby show that their work is valued.
- c) We have effective lines of communication between the School management and the staff, e.g. the school has a weekly staff newsletter and two staff briefings (held on Tuesdays and Fridays) when the Senior Leadership Team address forthcoming issues and staff have an opportunity to raise current issues - naturally formal discussion may be deferred to a staff meeting. By these and other methods, such as staff meetings, staff can discuss and share their successes and failures and their experiences and remedial strategies for particular situations.
- d) In the formulation, implementation and communication of management initiatives, managers will consider and address the effects on staff and their training needs and requirements for specific resources. The improvement plan has specific requirements for these resources and identifies any staff training that needs to be offered.
- e) Appropriate consideration is given to stress as a contributing factor when considering the formulation and implementation of the School's 'Disciplinary' and 'Performance Management' policies.
- f) The School has a detailed policy on the recruitment and appointment of staff. The major aspect of this policy related to stress management is the production of detailed personnel specifications detailing criteria that are 'essential' and those that are 'desirable' - these criteria are used during both the selection and interview processes. In this way we hope to match skills to the duties of the post and thereby appoint suitable staff.
- g) The victims of stress are treated sensitively, fairly and in confidence. Staff are supported by the offer of help and advice relating to the underlying causes of the stress. If necessary staff are encouraged to obtain counselling, occupational health therapy or medical treatment as appropriate. In doing so good use is made of any resources that the local community has to offer.

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SHARED RESPONSIBILITY
The Child
Parents & Guardians
Teachers & outside agencies
CHILD PROTECTION

SECTION 2 AIMS AND OBJECTIVES

Aims:

1. The School aims to provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.
2. To allow staff to be familiar and confident with the appropriate child protection procedures and issues. This policy is intended to give clear guidance to all staff, teaching & non-teaching on:
 - i. the signs that may indicate the possibility of abuse;
 - ii. the procedures to follow if a child discloses abuse or a member of staff suspects abuse.
3. To work with parents to build an understanding of the School's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
4. To monitor children who have been identified as 'at risk'.
5. To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools - thereby contributing towards a more effective detection of the incidence of child abuse.
6. To review the School procedures and improve the way child protection issues are managed.

Objectives:

These objectives relate directly to the six aims of this Child Protection Policy at _____ School and are intended to show how the aims are actually put into practice.

1. i. The skills will be delivered through the Curriculum and especially via CPSHE.
- ii. We try to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- iii. We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- iv. We use the Curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- v. Staff treat the children with respect and all pupils are expected to treat each other and staff with respect.
- vi. We look carefully at the role models the School offers pupils through staffing, materials used, selection of curricular content and other experiences.
- vii. We try to impress upon pupils the importance of rejecting violence as a means of resolving conflict.
- viii. We regularly review and evaluate our school policies and practices of social control and behaviour modification.
- ix. We give pupils opportunities to understand, and strategies for coping with stress.
- x. We give all pupils the opportunities to learn about child development and good parenting.

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SET 3

37 SCHOOL POLICIES

FOCUSING ON THE CURRICULUM - EVERY CHILD MATTERS, SUBJECTS, CPSHE, EYFS, NUMERACY, LITERACY, ACTIVE REGISTRATION, ETC.

Primary Policies - Set 3 (Version 11.0)	Pages
Sex & Relationship Education	5
Drugs & HIV Education	4
Shared Values	6
Spiritual, Moral, Social & Cultural Development	5
Key Skills	4
Citizenship (Within CPSHE)	5
CPSHE - Modes Of Delivery	3
CPSHE & Pastoral Care - Monitor, Evaluate & Review	1
Active Registration	2
The School Council	3
Literacy Across The Curriculum	6
Numeracy Across The Curriculum	7
Numeracy - Drawing Graphs	14
Numeracy - The Use Of Calculators	2
Numeracy - Calculation Methods	3
Aims & Objectives - Art & Design	2
Aims & Objectives - Design & Technology	3
Aims & Objectives - English & Drama	4
Aims & Objectives - Geography	2
Aims & Objectives - History	2
Aims & Objectives - ICT	5
Aims & Objectives - Mathematics	3
Aims & Objectives - Music	2
Aims & Objectives - Physical Education	2
Aims & Objectives - Religious Education	3
Aims & Objectives - Science	2
EYFS - Personal, Social & Emotional Development	4
EYFS - Creative Development	3
EYFS - Knowledge & Understanding Of The World	3
EYFS - Communication, Language & Literacy	5
EYFS - Problem Solving, Reasoning and Numeracy	4
EYFS - Physical Development	2
Home-School Partnership	5
Home-School Agreement	4
Community Links	2
Every Child Matters	2
Health Eating	7
All 37 Policies	141

SCHOOL
HEALTHY EATING

SECTION 2**Aims:**

These aims and objectives directly support some of the School's aims, i.e.

- To provide a challenging, **safe** and supportive environment in which we can stimulate, maintain and develop, lively enquiring minds.
- To encourage all pupils to **reach their true potential**
- To develop in pupils a **positive attitude** (including **health and fitness**) towards themselves and others with a strong sense of **self respect**.

Fundamental to these aims of the School being achieved, is a realisation that the learning and development of a pupil is directly affected by a healthy diet and general lifestyle.

The aims of this Healthy Eating Policy are:

- To encourage a common philosophy, ethos and vision concerning all aspects of healthy eating within the School and the broader school community.
- To ensure, throughout the School Curriculum and within all other aspects of food and nutrition, that the School community promotes the health and wellbeing of pupils, staff and visitors.
- To primarily change the pupils' personal eating habits and secondly, those of their families, to be in line with current thinking as regards a Healthy Lifestyle.

SECTION 3**Objectives:**

These objectives relate directly to the aforementioned aims and are intended to show how those aims are actually put into practice.

- All aspects of food consumption and education have been brought together and placed under the guidance of the Healthy Lifestyle Committee (HLC), thus ensuring the development of a clear, and consistent approach to all aspects of food education within the School.
- The HLC has regular contact with parents through the School's Newsletter, thus enabling parents to be kept informed of developments within the School, as well as providing a regular vehicle for parental comments.
- The School Council regularly discusses Healthy Lifestyle issues and has a pupil food committee which reports regularly to the catering staff.
- The HLC and the School Council have drawn up a set of rules relating to what can be eaten/drunk and clearly stating where and when it may be consumed. The rules have been ratified by a full staff meeting and the Governing Body. See Appendix 1 for the Healthy Eating Rules.
- The HLC has undertaken a detailed review of the School's Curriculum (and catering provision) to identify where activities related to healthy eating already exist, and to recommend further opportunities to incorporate issues related to healthy eating.
- Together with the School's caterers, we have undertaken a detailed review of the School's catering provision to ensure that healthy meal options are incorporated into the School's daily meal provision.

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SCHOOL – EARLY YEARS FOUNDATION SCHEME
CREATIVE DEVELOPMENT

OBJECTIVES:

These objectives relate directly to the five aims for Creative Development at the Nursery and are intended to show how the aims are actually put into practice.

- Staff should provide a variety of experiences/activities during the programme of study and during a session if possible.
- The children's own experiences are usually the starting point for their work.
- When working on activities that involve elements of Creative Development, children respond in a variety of ways to what they hear, see, smell, touch and feel. Their work involves:
 - drawing and painting;
 - pattern making;
 - modelling;
 - investigating;
 - developing imagination;
 - listening and participating;
 - music and dance;
 - observing and appreciating;
 - performing.
- Staff encourage children to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- Children are given the following opportunities:
 - to appreciate the diverse range of sources from which artists from different localities, generations and cultures derive their inspiration and ideas. The Nursery itself and the local area should be used as sources of ideas and inspiration;
 - to appreciate the qualities of various materials, tools, instruments and other resources and to begin to make appropriate selections;
 - to manipulate those materials, by the controlled use of suitable tools, equipment, techniques and processes, in order to produce intended effects with support;
 - to explore sound, colour, texture, shape, form and space in two and three dimensions;
 - to begin to control sounds made by the voice and instruments (both tuned and untuned);
 - to work with others on a variety of projects;
 - to listen and observe with increasing concentration.
- Sessions are conducted in a secure, supportive and disciplined manner. The children and the staff should interact in a manner that demonstrates mutual respect.
- Children should respond to a variety of experiences/activities during the programme of study. There should be opportunities for individual and/or group activities.
- Children are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning.

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SCHOOL
SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

SECTION 3 - SPECIFIC AIMS

The following aims reflect those of the School and show how SMSC development is delivered within the context of a structured curriculum. By its planned delivery of SMSC issues and values the School aims to:

- endow the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills, and thereby enhance their personal and social development, e.g. we hope our pupils will be able to:
 - make informed decisions and evaluate socio-economic/cultural influences on their own behaviour and that of others;
 - appreciate their own culture and those of others and the diversity and richness that they bring to our society;
 - exhibit commitment and trust in human relationships;
 - develop an understanding of citizenship in its broader sense;
 - understand that we all have a contribution to make to SMSC matters;
 - reflect on their own experiences so as to develop their own spiritual awareness and self knowledge;
 - demonstrate self-esteem, self-awareness and a sense of moral and social responsibility.
- give pupils appropriate knowledge and understanding of SMSC issues, particularly values and beliefs, in order for them to make informed choices and opinions about:
 - the social, moral and cultural aspects of an individual's development as a male or female, personal relationships; responsible attitudes and appropriate behaviour;
 - the distinction between good and bad (or right and wrong) behaviour;
- allow pupils to experience events which can only be interpreted as spiritual, e.g. the 'tingling of the spine' when viewing pictures of the solar system or the 'sigh of amazement' when first looking down a microscope.
- contribute to a comprehensive curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression and a global dimension.
- deliver SMSC issues by a variety of teaching/learning styles (both passive and active) and to provide a motivating context in which an holistic and relevant approach to learning will reinforce and generalise concepts, skills and attitudes across the Curriculum.
 - Passive activities include assemblies, watching videos or other such presentations of ideas.
 - Active and creative activities include projects, discussions, role-play, case studies - observation and analysis are central to this process.
- present the School to the pupils as a community and to allow them to contribute to that community.
- show that Mankind has a global dimension and to allow pupils to understand their own responsibilities and those of groups and organisations for the health and welfare of individuals and the community.

The specific aspects of knowledge, understanding and experiences particular to each area of SMSC have many common elements, i.e.

- they are conducive to a similar pupil centred teaching/learning methodology.
- they contain common knowledge, ideas and beliefs. It is very common for any one event to have aspects of all four components of SMSC, e.g. the Holocaust.
- they provide a relevant context in which to offer the N.C. and cross curricular skills.

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SET 4**37 SCHOOL POLICIES****FINANCIAL MANAGEMENT, PAY, SCHOOL SECURITY, HEALTH & SAFETY, CONFIDENTIALITY, FREEDOM OF INFORMATION, FIRST AID, ETC.**

Primary Policies - Set 4 (Version 11.0)	Pages
Financial Management - Aims	1
Whole School Pay Policy	20
Budget Management & Planning	4
School Improvement Planning	3
Procurement - Ordering & Purchasing Goods	4
Procurement - Services From Outside Agencies	3
Charging & Remission	3
Banking Arrangements	1
Income & Voluntary Funds	1
The School Fund	3
Petty Cash & The Imprest Account	1
Responsibilities For Financial Administration	3
Insurance	1
VAT & Other Taxation Issues	3
Organising Fund Raising Activities	13
Financial Management For Budget Holders	2
Monitoring & Evaluating Financial Management	2
Security - Buildings & Personnel	10
Security - Stock	1
Security - Personal Internet Security	6
Security - Computer System Integrity	2
Stock Control, Evaluation & Disposal	3
Computer Systems - Procedures	1
Preventing Copyright Abuse	4
School Records	2
Confidentiality (FOI & Data Protection)	10
Governors' Committees - Terms of Reference	6
The Organisation Of Meetings/Courses	3
Governors' Visits	4
Health & Safety - General	4
Health & Safety - Display Screen Equipment	3
Health & Safety - Electricity At Work	3
Health & Safety - Manual Handling	3
Emergency Action Plan	5
First Aid Provision & Sick Pupils	2
Administering Medicines & Asthma	2
Dealing With Visitors, Parents & Enquiries At The Office	2
All 37 Policies	144

SCHOOL - FINANCIAL MANAGEMENT
WHOLE SCHOOL PAY POLICY

SECTION 1 GENERAL PRINCIPLES

The Governors accept that a high level of morale is a vital prerequisite to effective teaching and learning. To this end the Governors are guided by the following principles:

- The Governors endeavour to implement the aims and objectives of this pay policy in a cost effective way considering the constraints set by the available budget.
- The Governors acknowledge their statutory duty to involve staff and their professional associations in consultations on:
 - conditions of service;
 - the structure, content, introduction and annual review of this policy.
- The Governing Body does not offer payment for involvement with extra curricular activities - either during or after the school day. All staff have the right to access their own salary records. Any member of staff wishing to see his/her salary record should contact the Headteacher in the first instance.
- This policy complies with the current STPCD, the National Conditions of Service for Support Staff and the National Minimum Wage (NMW) legislation as well the following Acts of Parliament: The Race Relations Act 1976, The Sex Discrimination Act 1975, The Equal Pay Act 1970, The Disability Discrimination Act 1995, the Employment Rights Act 1996, the Employment Relations Act 1999 and the Employment Act 2002. The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.
- All staff have their own copy of the current School pay policy.
- Timing of salary determination and notification of the teacher's pay shall be made annually on or after 1st September with effect from that date.
- All members of staff will be paid by direct bank transfer into their account on the ___ day of the month.
- Where a member of staff takes up a new post (including an internally promoted post) on a date other than 1st September, then the new pay scale will take effect from the date on which the duties start.
- Where a teacher has been assessed as meeting the performance threshold standards and he/she is entitled to be paid as such, his/her pay will be amended from the next month onwards.
- Where the Governors decide to reduce a teacher's pay, the change shall take effect from the next salary month after the decision was actually made.
- When Governors have determined the salary of a member of staff, they shall ensure that he/she is notified in writing of that determination. For members of the leadership group, or advanced skills teacher - they will be informed of the basis on which the salary has been determined and of any criteria, including performance objectives on which the salary will be reviewed. Classroom teachers (qualified or unqualified) will also be informed of their position on the relevant pay scale, of any TLRs and the post-threshold scale, as appropriate - performance objectives related to TLRs or the post-threshold scale will also be identified.

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SCHOOL
THE SCHOOL FUND

SECTION 1 INTRODUCTION

An unofficial fund can be defined as any fund other than an official fund that is the responsibility of an employee of the Local Authority. Therefore, all funds held at the school (other than the delegated school budget) are deemed to be unofficial funds. The Governing Body has delegated to the Headteacher the responsibility for ensuring the proper operation of these funds on a day to day basis - see policy on 'Roles'. This does not relieve the Governing Body of its overall responsibility. For convenience the School Fund is the one major unofficial fund.

SECTION 2 ACCOUNTING PROCEDURES**General**

The School Fund is operated with accounting procedures which reflect standards for accounting for public money and is administered in line with current UK legislation. The following accounting procedures apply:

- unofficial funds and official school funds are kept separate;
- the school has a constitution which describes the purpose of the fund and the type of expenditure permitted to be incurred through it;
- proper accounts are kept and bank reconciliation is undertaken every month;
- the accounts are detailed enough for clear financial information to be derived from them. Income and expenditure is detailed in the accounts within each nominal heading, e.g. parental donations, tuck shop, sales of sports clothing, but not trips, etc. and the account balance should be clear;
- all cheques are crossed 'account payee only' and 'not negotiable';
- full signatures are used on all cheques - initials are not acceptable;
- two signatories are required on every cheque;
- the signature is the last item to be placed on all cheques - no pre-signing of cheques takes place;
- all cheque books are kept in the School safe when not in use.

Expenditure

- expenditure is only incurred in accordance with the school's constitution for the School Fund - see Section 5;
- all expenditure must be supported by an invoice or receipt. If this is not possible then a simple note explaining the exact expenditure and endorsed by the Headteacher's signature will be required - this only occurs in exceptional circumstances and there must always be evidence that, or knowledge of the expense having occurred.
- the use of petty cash is minimal and most expenditure is by cheque see the 'General'; section above.

Income

- income is received using a duplicate receipt book.
- income collected is banked in its entirety and as soon as possible.

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SCHOOL
SECURITY - BUILDINGS & PERSONNEL

PREFACE

This policy is designed to help Headteachers, teachers, governors and others to ensure that premises, contents and people are safe and thereby forms an integral part of the School's Health and Safety policy. Employees must be aware of, and implement this policy, which sets out principles and a management structure and which is also concerned with the issues such as:

- the personal safety of pupils and staff;
- daytime and night-time security;
- the prevention of crime and vandalism - including security measures such as CCTV, alarms and locks;
- visitor procedures - see Appendix 1;
- removing trespassers - see Appendix 2;
- dealing with/confiscating weapons - see Appendix 3.

Many agencies, and in particular the local police force have helped in constructing this policy and indeed continue to offer ongoing support and advice, e.g.

- through joint arrangements established with the LEA;
- from our local crime prevention/reduction police team and our school liaison officer;
- through crime prevention design advisers or architectural liaison officers.

School staff are often at risk of encountering aggressive or violent behaviour, e.g. swearing, threatening behaviour or actual physical attack. All persons have an interest in reducing aggressive and violent behaviour. For the employer, violence can lead to poor staff morale and a poor image for the organisation, making it difficult to recruit and keep staff. It can also mean extra cost, with increased absenteeism, higher insurance premiums and expensive compensation payments. For the employees, violence can cause pain, distress and in extreme cases even disability or death. Persistent verbal abuse or threats can damage an employee's health through anxiety or stress just as much as a physical attack.

Schools are not public places to which members of the public are entitled to have access. Any person who enters the School building or grounds without permission is a trespasser. Trespass alone is not a criminal offence, (it can be pursued through the civil courts) but trespassers can be asked to leave. However, if a trespasser refuses to leave the School premises, or enters after being required to leave, their behaviour may give rise to a criminal offence under section 547 of the Education Act 1996.

Principles

- To improve the physical security of the School premises and the personal safety of staff, pupils and visitors by creating an environment in which staff, pupils, and visitors feel safe and thereby reduce the incidence of crime against schools and the associated costs.
- To have security measures in place which are proportionate, unobtrusive and tailored to the needs of our school.

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SCHOOL STOCK CONTROL, EVALUATION & DISPOSAL

SET 4 SAMPLE

SECTION 1 THE STOCK LIST & INVENTORY

The School maintains a detailed inventory of its moveable non-capital assets, i.e. apparatus, books, etc. To ensure effective stock control and security the School has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:

- the School office computer finance system provides regular updates to the stock inventory. The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the appropriate Lead Learner is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active;
- all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the staff. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing Body.

SECTION 2 PRINTED & AUDIO VISUAL STOCK

It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock as necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;
 - comply with DfES, Ofsted and HMI reports and guidelines, etc;
 - maximise the efficient use of shelf space;
 - support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
 - identify the need to withdraw and/or dispose of existing stock and the need to purchase new editions/versions;
 - use modern technology (CD ROMs, audio-visual);
 - ensure stock that is both attractive and relevant to the pupils and which will help them to learn.
- Stock should be considered if:
- it looks unattractive, i.e. is old, dirty, damaged or in generally poor condition;
 - it has not been borrowed or used for at least 5 years;
 - it gives unacceptable impressions about race, gender, religion,

ORDER FORM

MAC OS USERS PLEASE PHONE TO ORDER.

POLICY SET	STOCK CODE	DESCRIPTION (All CD ROMs are MS Windows compatible)	COST: Exc. VAT as applicable	COST: Inc. VAT as applicable	QTY	SUB TOTAL: Inc. VAT as applicable
SET 1	P1PC6	Primary Policies - Set 1	£ 100.00	£ 117.50		
SET 2	P2PC6	Primary Policies - Set 2	£ 100.00	£ 117.50		
SET 3	P3PC6	Primary Policies - Set 3	£ 100.00	£ 117.50		
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