Viking Academy Trust

Student Handbook

Chilton Primary

The VIKING ACADEMY TRUST Student Handbook has been written following advice from EKLA & CCCU.

Approved by the Trust: Term 2 2017

Reviewed annually: Term 2

Last review date: Term 1 2016

Signed: **Chair of Trustees**

Student Teacher Handbook

The Viking Academy Trust

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This '**Student Handbook**' is specific for **Chilton Primary School**.

Introduction

A warm welcome to the Viking Academy Trust. We hope your time in a Viking School will be a happy, rewarding time of learning for both you and for the pupils you work with. This handbook has been designed to give you an insight to day to day procedures and should be read in association with the Viking school's staff handbook which details procedures.

Recommended Reading:

- Teaching and Learning Protocol
- Feedback and Marking policy
- Environment for Learning Protocol
- Learning Environment Expectations
- Learning Wall Expectations
- **Chilton** Staff Handbook
- VAT Staff Code of Conduct / VAT Student Code of Conduct
- Safeguarding material

The Ethos, Culture and Values of Chilton Primary School

Chilton Primary School is a **'values based learning community'**, committed to the education of the whole child. The Values which have been adopted are based around developing the children to become responsible, thoughtful and compassionate. These values are designed to be at the heart of our policies and practices. At Chilton everyone is expected to be responsible for their own behaviour, respect the rights of others and share our values: RESPECT, EQUALITY, COURAGE, KINDNESS.

Each new term begins with values focused learning. Values are also explored throughout assemblies and through a variety of curriculum activities.

Values are also supported through our 'Learning Powers' – those attributes that all children should embody to become successful, life-long learners. They are:

Collaboration
We can play and learn with others so we can all do well.
Diversity
We understand, accept and celebrate differences.
Challenge
We enjoy learning and always keep trying even when things are difficult.
Aspiration
We work towards being the best that we can be.
Enquiry
We want to find out new things.
Engagement
We are involved in our learning and want to take part.
Autonomy
We make our own decisions about our learning

Values weeks will often also focus on learning powers and they will be referred to throughout all curriculum learning.

Arriving at Chilton

Please arrive at school in plenty of time in order to prepare lessons and resources for the day. All adults must sign in and out (including lunch times) at the main reception and wear an identity badge.

The school building is open to staff from 7.00am and is locked at 6.30pm.

Parking

The school has its own car park with limited spaces which are available to all staff and visitors. Please do not park in marked bays or on the yellow lines. If no spaces are available, the surrounding roads can be used but please be mindful of local residents.

Staffroom

The staffroom has a kitchen area with tea and coffee making facilities and a microwave. There is also a designated work area for PPA and study time.

Photocopiers

The school has two main photocopiers located in the staffroom and at the end of the sloping corridor (by the disabled toilet facilities). Aim to keep printing and

photocopying to a minimum to help us stay an eco-friendly school and always use the 'hold print' function.

Resources

Card, paper, board backing and books are located in the large cupboards outside the staffroom. Each class has its own stock but you can get additional stock from this cupboard. Please seek advice from teachers if you cannot find a resource that you require.

Teaching and learning resources can be found in the resource room (which is located by the library entrance) or in cupboards located in the library. When using resources please return them in good time and in the same condition i.e. clean and tidy.

Each year group has its own paints and brushes, often stored under the sink in the shard areas.

Dress code

Staff are seen as role models and, as such, should always give careful consideration to how they dress and act. To ensure consistency across the school it is important that the message given to pupils about expectations for clothing is reflected in the professional clothing choices of all staff. E.g. No jeans, or sports clothes when not teaching sports etc.

Please refer to the VAT Dress & Presentation Code Policy prior to starting your placement.

Personal Possessions

Keep all possessions in a safe and secure place. Most classroom have a cupboard and the staffroom has lockers (ask at the office if there is one available). Please refrain from using mobile phones in classrooms during lesson times.

Staff Absence or lateness

If you are unable to attend school, please contact your class teacher (and, in some instances, the Head of School) by phone before 7.00am or as soon as you are aware you are unable to attend. You should indicate how long you expect to be absent and for what reason.

Social Networking

Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their

suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Code of Conduct

All teachers must comply with the Teachers' Standards introduced in 2013 which have replaced the core professional standards published by the TDA as well as the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers. This document can be accessed at http://www.gov.uk. The document Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings March 2009 is also incorporated into this Code of Conduct. **Please read the staff handbook for details.**

Please also see appendices for VAT Staff Code of Conduct and CCCU Student Code of Conduct

Confidentiality, Integrity and Security

We expect staff to have an awareness and high regard for the confidential, sensitive and important nature of their role and will be mindful of this at all times including formal and informal discussions with parents, other members of staff, children and the wider school community. Particular attention should be paid in public areas of the school such as corridors, the playground and the team room.

Details relating to children are confidential and should only be shared with staff, as part of their professional role or with the parents/guardians of the child in question.

Confidential records including those in hard copy, on a laptop or on a memory stick should be kept in a safe place at all times and should not be left in open places in school at home or left in cars.

Photography

Each class has a class camera. Please speak to your class teacher about taking and using photographs and refer to the staff handbook regarding protocol. Please also be aware that some children have certain restrictions regarding photos/videos.

Behaviour

Years 1 – 6 use a 25 point system where the Chilton Primary School expectation is that all children should keep 25 points by the end of the week.

If a child is displaying behaviour which is not appropriate we first give a verbal warning. If the child continues we then give a warning card, this results in losing 1 point. If the behaviour improves we then take that card away. However, if the behaviour continues we

would swap the warning card for a consequence card. This then means 2 points have been lost.

Year R have a behaviour system which leads into the 25 points.

Raising concerns

If you have any concerns regarding any of the children or adults please speak to the class teacher or a member of the Senior Leadership team. Further details are available in the staff handbook.

Safeguarding

The Head of School is the designated personnel for Safeguarding (child protection). If you have any concern about a child you should bring it to the immediate attention of your line manager or one of the designated personnel for child protection.

The school website has detailed information on safeguarding procedures and this should be looked at alongside the safeguarding materials you will receive alongside induction paperwork.

Pupil Care and Well-Being

It is expected that staff will maintain a professional relationship with children at all times and conduct themselves in a proper and acceptable way in their dealings with children. Staff must exercise judgement in deciding upon the difference between open, honest, friendly, and caring involvement with children based upon trust and good humour as against over familiarity, which might lead to a breakdown of what is universally accepted as appropriate staff/child relationships.

Security

Doors should be kept closed during school sessions; do not let the children outside for any reason unless you are with them or they are supervised by another teacher or member of staff. Outside doors are to be shut at 8:50am

Emergency Procedures

The continuous ringing of the school alarm system is the signal to evacuate the building. The class teacher will take responsibility for leading the class out onto the upper playground. Once outside the class registers will be brought to teacher by the office staff. Staff and children should stay on the playground and await further instruction. There will be at least one drill per seasonal term.

Health and Safety

The safety and well-being of our pupils is paramount. All staff therefore have a duty to assess risks before starting any activity.

Classroom Equipment and End of School Day

The class teacher is expected to leave their class in a reasonable condition which does not hinder the cleaning. All electrical equipment should be turned off and resources returned to the appropriate places. Children should be encouraged to clear their desks and stack their chairs. Lights must be switched off whenever the classroom is unattended and it is the teachers' and other staff's responsibility to see that this happens.

The School Day

8.40 – 8.50 Pupils arrive on the school premises

8:40 Pupils enter school– staff MUST be in their classrooms at this time

8:50 Registration starts

9.00 Registration closes

10.45 Break (for KS2) Year 1 and 2 have 'flexi-playtimes'

12.05 Lunch (for years 1, 3 & 5 – with afternoon session starting at 1:00pm)

12.30 Lunch (for years 2, 4 & 6 – with afternoon session starting at 1:25pm)

3.15 End of school day.

Collective worship and assemblies

On **Monday** the assembly is led by the Head teacher or Deputy Head to allow teaching teams to discuss planning, curriculum, organization and assessments with support staff.

Tuesday morning is a singing assembly for years 3, 4, 5 & 6 starting at 9:00 am. These assemblies are led by Mr Redwood and staff are expected to stay.

Tuesday afternoon is KS1 singing assembly.

On **Wednesdays** there is a class assembly to share the children's learning.

Thursday's assembly is a Key Stage assembly

Friday assemblies are a whole school 'Learning Celebration' which alternate between 'Chilton Heroes' awards and the awards for class of the week and pupil of the week.

LEADERS FOR THE ACADEMIC YEAR 2017-18

SUBJECT	LEADER
Leader of Learning – Early Years and Yr1 + Reading Leader	Hannah Cheshire
Leader of Learning – Years 2, 3 and 4 + Maths leader	Nicki Wright
Leader of Learning – Year 5 and 6 + Writing and PAG leader	Gemma Scarr
Wider curriculum Hub (Science, IPC, MFL, enrichment – including educational visits)	Science lead - Claire Cousins IPC lead – Carol Isaac Other members: Beth Spickett. Vicki Jordan, Amy Lane, Alex McAuley
Sports and Wider opportunities Hub	PE Lead – David Wheeler Other members: Emma Knight, Sean Mason, Tom Abel, Simon Miller
Extended Curriculum Hub	Jacquie Sydenham, Michael Pile, Helen Rowland-Hill
Well-being Hub	Michaela Gale, Emily Davey, Holly Jones
PSHE, Values, Citizenship and RE	Kate Law
Music	Graham Redwood
ICT	Jamie Jackson
Inclusion Leader	Emily Hughes
Assessment	Kate Law
Child Protection	Kate Law
Trainee Teachers	Nicki Wright /Emily Davey
Gifted and Talented	Natalie Barrow
Early Years Foundation Stage	Hannah Cheshire
NQTs	Emily Davey
Display	Kate Law

School Staff Deployment

Class based staff		
Year	Teachers	Teaching assistants
R	Mrs Hannah Cheshire Miss Danielle Bennett Miss Vicki Jordan	Mrs Debra Taft Mrs Sue Gardner* Miss Jade Gorham Mrs Zoe Osbourne
1	Miss Emily Davey	Mrs Jayne Smith

	Mrs Michaela Gale	Mrs Hilary Brown
2	Mrs Helen Rowland-Hill Mrs Nicola Wright Mrs Holly Jones	Mrs Sumaya Finch* Mrs Vicki Webster* Mrs Lorraine Skelton* Mrs Melissa Welch
3	Mrs Claire Cousins Miss Beth Spickett	Mrs Pam England* Mrs Trudy Jewell* Mrs Emma Lilliott*
4	Mr Simon Miller Mr Tom Abel	Miss SJ Gallagher Mrs Vicky Manning* Mrs Candice Walker
5	Miss Amy Lane Mr Michael Pile Mr David Wheeler	
6	Miss Carol Isaac Miss Gemma Scarr Mr Alex McAuley Mrs Paula Bax Mrs Sophie Barlow	
	Other Teachers	
	Mr Graham Redwood –Music Miss Jacqueline Sydenham Miss Abigail Manning Senior TAs – Mrs Sheila Archer, Mrs Fiona Downs, Miss Emma Dudley-Smith, Miss Mysti Watling	

*Indicates also a Midday meals supervisor (MDMS)

Non Class based staff	
Role	**Name**
School Office	Mrs Cheryl Southern – Office Manager Mrs Julie Carter – Attendance & Clerical Mrs Claire Jones – Finance Officer Mrs Sara Prior and Mrs Sarah Hickman – administrative assistants Mrs Janice Barnett* – Resource Assistant
FLO / Learning Mentor	Ms Angie O'Grady
ICT Technician	Provided by SNS –Harvie and Steve
MMS - Midday Meals	Mrs Karen Grainger, Katy Fenton, Emma Braid-Taylor, Sophia Muppidi

	Collins, Ros Aspital & staff as indicated by *
Site staff	Tony Oliver Colin Gillies
Cleaners	Miss Samantha Barnett Miss Charlotte Weaving
Road Crossing Patrol	Mrs Marilyn McKenna
School Catering	By Principals

JUST ASK

Our Viking staff team have all been through the training and induction process. We do realise that you are new and will always be willing to help. Our vision statement '**One Childhood One Chance'** will only become a reality if we are all able to perform at our very best. This requires teamwork – and Viking schools have super staff teams with excellent team spirit!

We look forward to meeting you and supporting you on your journey.

Next Steps:

Please complete the online questionnaires that have been shared by your school based mentor.

Read relevant policies & website documentation

Appendix 1: Staff Code of Conduct – see VAT policies on website for a copy of this document as well as a paper copy in your induction pack

Appendix 2: Student Charter: Code of Personal & Professional Conduct (written by CCCU)

Student Charter: Code of Personal & Professional Conduct

This Code of Conduct covers all school and University-based elements of training for all student teachers. It is underpinned by, and supplements, Part 2 of the Teachers' Standards (DfE, 2012).
As a student studying on a programme leading to the recommendation for QTS, you are expected to conduct yourself at all times in an appropriate professional manner by:
1. Demonstrating respect for, and maintaining appropriate professional relationships with, others, including pupils, colleagues, all school and University staff, staff from other agencies, parents and carers;
2. Becoming familiar with, respecting and adhering to all relevant statutory frameworks, University policies and documentation and the policies and practices of partnership schools in which you teach;
3. Prioritising the health and welfare of, and having high aspirations for, the education of the pupils in your care;
4. Promoting equality of opportunity, challenging stereotypes, opposing prejudice and respecting individuals regardless of age, disability, gender identity, marital status, race, religion, social class, or sexual orientation;
5. Acting with honesty and integrity and ensuring that any activity in one's personal life, including use of any social networking sites, does not risk bringing the teaching profession, or the ITE Partnership, into disrepute, and demonstrating the positive values and qualities required by the Teachers' Standards (2012) Part 2;
6. Maintaining high standards of attendance (at least 90%) and punctuality and strictly adhering to procedures for informing the University and partnership schools of any absences;
7. Maintaining high professional standards of dress and appearance whilst working in schools and other settings;
8. Maintaining high professional standards in all written and spoken communications, including those in email and to respond promptly and appropriately to university and school staff;
9. Taking responsibility for, and engaging actively in, your own learning and responding positively to and acting upon advice and feedback from University tutors, mentors, school based staff and other colleagues;
10. Reporting information honestly and accurately and not engaging in deception by, for example, falsifying qualifications / medical / criminal declarations and notifying the University promptly if there are any changes to this information during the programme.
In the event of conduct being deemed to be unprofessional during the period of training, the following steps may be taken:
- the student teacher may be put on an Area of Concern action plan;
- the placement in a school/college may be withdrawn and there may be no opportunity for re-assessment;
- the student teacher may be suspended temporarily from the programme;

- the case may be referred to the University Fitness to Practise Panel where further action may be taken, including termination of a student teacher's studies;
- persistent absence and/or lateness during University based training and/or School based training will be reported to the Programme Examination Board who may deem that the course requirements have not been met and that the student teacher is required to **either withdraw from the programme or repeat the course with full attendance the following year.**

Declaration

I have read, understood and agree to abide by this Code of Personal & Professional Conduct.

Student Teacher Name: Student ID:

Programme:

Student Teacher Signature: Date: