

The Copperfield Academy

Staff Handbook

2023 – 24

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Copperfield Primary Academy has been on quite a journey over the last several years. Here are some of the highlights:

- In 2021 the school achieved a Good rating from Ofsted (the full report can be found on our website),
- The school is oversubscribed in most year groups. This is largely due to the excellent reputation it has in the community,
- Our Local Governing Board is growing, with highly skilled and dedicated individuals joining us on our journey to excellence,
- A robust, personalised, Performance and Development Policy is being utilised to develop every adult at the school,
- The 4 Slide Approach is being rolled out across the whole school, further elevating the quality of teaching and learning,
- The school enjoys a remarkable relationship and presence with the local community. Friends of Copperfield plays a hugely positive role in this,
- A strong, stable and dedicated school team has been assembled. This enables us to drive standards and expectations, build trust and relationships with the community and to ensure every child develops as fully as they can.

Copperfield's Expectations of Pupils

We aspire to exceed the National 2022-23 statutory outcomes

National	KS1		KS2	
	At	GD	At	GD
Phonics Y1	82%			
Phonics Y2	91%			
Reading	68%	18%	75%	28%
Writing	58%	8%	71%	13%
Maths	69%	15%	73%	22%
Combined			60%	7%
Spag			73%	

National GLD Data 2022-23

Contextual Groups	2021
All (GLD)	65.2%
All (17 areas)	63.4%
Boys	58.7%
Girls	71.9%
Disadvantaged	49.1%
Non Disadvantaged	68.8%
SEND	22.9%
EAL	60.1%
Non EAL	67.1%
Autumn Born	73.8%
Summer Born	55.7%
White British	67%

Attendance	Description	Approx. days lost per year	Approx. weeks lost per year	Action for Teacher
99-100%	Excellent	0-4	Less than 1	Plenty of Praise!
97-98%	Good	5-9	1-2	Plenty of encouragement
96%	Satisfactory	10-13	2-3	Close monitoring – speak with parent/carer
90-95%	Unsatisfactory	14-18	3-4	Discuss this child with the FLO
Below 90%	Persistent Absence	More than 19 Equivalent to 38 sessions	More than 4	

Our Purpose:

To be the centre of excellence in all that we do.

Our Vision:

We aim to provide each generation with the skills and knowledge they require to become aspirational and successful individuals through a first-class education, delivered by a passionate and highly skilled staff. We also aim to provide outreach support to adults within the community, ensuring they are best placed to support their child(ren) and own personal development.

Mission Statement:

We develop each child holistically, so they are confident, aspirational, and open-minded Individuals. From these foundations we provide a broad and balanced curriculum, designed to meet the needs and interests of the children at Copperfield Academy. To enhance and engage learning, the school encourages learning through experiences, building culture capital, memories, and meaningful links between practical and theoretical learning. Furthermore, the school collaborates with the support network of each child: parents, careers, professionals and alike. Through supporting those that are most involved with the child's development, the school is best placed to drive progress for every child, and therefore, drive progress for the community.

Values:**Team Spirit****Independence
Communication****Equity****Reflection****Creativity**

Our Curriculum Statement

Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, pedagogical developments, and a range of strategies have been implemented to improve practice to meet the needs of pupils effectively'

Our Four Drivers, making a well sequenced and ambitious curriculum.

Ethical, informed Individuals.

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

Ambitious Capable Learners (Skills and Knowledge).

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of new skills through various forms of outcomes.

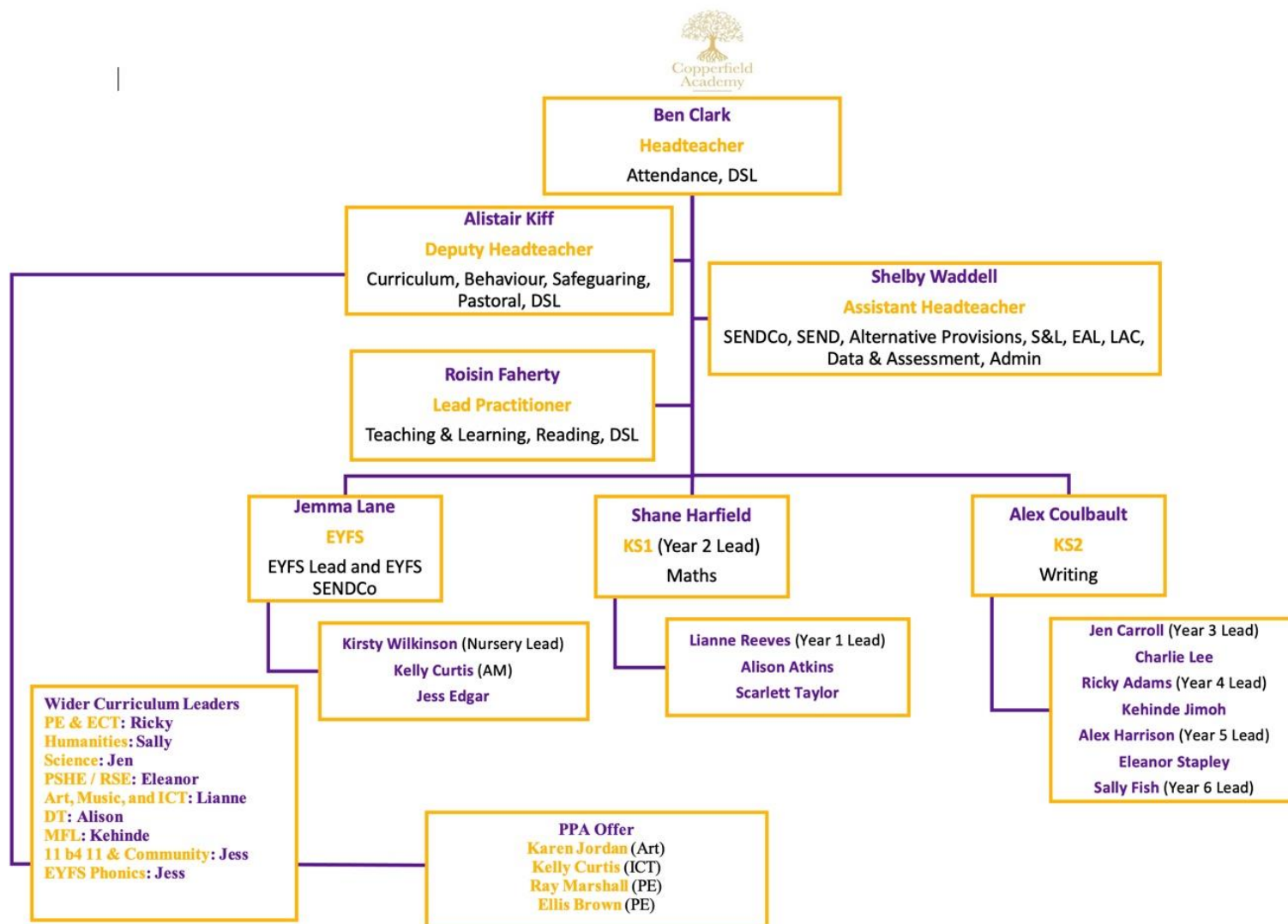
Experiences to Inspire

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immersing themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.

Successful in Society

Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.

Roles and Responsibilities



Copperfield's Code of Conduct

1 INTRODUCTION

- 1.1 All staff set examples of behaviour and conduct which can be copied by pupils.
- 1.2 All staff must, therefore, demonstrate high standards of conduct to encourage our pupils to do the same.
- 1.3 All staff must avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This handbook helps all staff to understand what is and what is not acceptable.
- 1.5 All staff must have read and then adhere to all school policies.

2 SAFEGUARDING PUPILS

- 2.1 Staff have a duty to be aware of and look out for the following contextual safeguarding risks:
 - Emotional abuse, including impairing mental and physical development
 - Neglect, linked to deprivation
 - County Lines
 - Peer on Peer abuse
 - Children missing in education
 - Online safety
 - Domestic Abuse
- 2.2 The duty to safeguard pupils includes the duty to report concerns about a pupil to the school's Designated Safeguarding Leads for Child Protection.
- 2.3 The school's DSLs are Alistair Kiff, Roisin Faherty and Ben Clark. Deputy Designated Safeguarding Leads are Karen Parker and Lorraine Slack.
- 2.4 Staff all have access to the school's Child Protection Policy, Whistleblowing Procedure, social media and Acceptable Use Policy and other pertinent policies and staff must be familiar with these documents. (Copies are also available on Teams, Policies folder)

2.5 Staff must not demean or undermine pupils, their parents or carers, or colleagues.

2.6 Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

3 PUPIL DEVELOPMENT

3.1 Staff must comply with school policies and procedures that support the wellbeing and development of pupils.

3.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

3.3 Staff must follow reasonable instructions that support the development of pupils.

3.4 Staff must actively promote and model the school's values.

3.5 The staff will expect the highest standards from the children, including the children's work, behaviour, manners and vocabulary.

3.6 When delivering the National Curriculum, staff must ensure **Copperfield's Curriculum** is implemented throughout.

4 HONESTY, INTEGRITY, PUNCTUALITY & APPEARANCE

4.1 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

4.2 Staff are expected to arrive at work on time and ready to commence their work as set out in their contracted hours.

4.3 Teachers are expected:

- a. To be in work at least **30 minutes** before the children arrive,
- b. To manage their working hours to ensure all work is done to the highest quality,
- c. Teachers are expected to remain in school for no less than **20 minutes** after their class has been dismissed. This is to ensure any communication with parents, handover of children to appropriate clubs, updates to Dojo and safeguarding and necessary conversations / updates with peers can be fully completed.

4.4 All staff will be punctual throughout the whole day. Timings set out in the school timetable and/or meetings will commence promptly.

4.5 Staff will always ensure their working environment is clean, clear and it models the high standards we expect from the children. This includes:

- ensuring all 'clutter' is removed from sight,
- desks are clean and organised,
- all trays and resources are labelled accurately, and
- classrooms are bright, engaging, and organised environments.

4.6 A person's dress and appearance are matters of personal choice and self-expression. Nevertheless, staff and volunteers must ensure they are dressed decently, safely, and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

4.7 The following items of clothing are not appropriate for a professional setting:

- Jeans of any colour other than black
- Clothing with rips or tears
- Caps
- Visible underwear

4.8 Any offensive tattoos must be covered, without exception.

4.9 The following are types of footwear are not permitted at Copperfield Academy:

- Trainers (except for when directly teaching lessons requiring physical activity),
- Open toe / heel sandals, sliders, or flip-flops,
- Boots that go higher than the ankle.

4.10 Mobile phones are not permitted unless they are in use in the staffroom or before 8am and after 4.30pm when there are no children on site.

5 CONDUCT OUTSIDE WORK

5.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

5.2 In particular, criminal offences that involve violence, possession or misuse of drugs or sexual misconduct are likely to be regarded as gross misconduct.

5.3 Staff must exercise caution when using information technology and be aware of the risks to themselves and others, this includes the use of social media.

5.4 Staff must not put the reputation of the school, the trust, colleagues or themselves into disrepute through the use of social media.

6 CONFIDENTIALITY

6.1 Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.

6.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil/student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent or carer, nor with colleagues in the school except alongside of, with the permission of, a senior member of staff who has the appropriate role and authority to assist in dealing with the matter.

6.3 However, staff have an obligation to share with their manager or the school's DSL any information which gives rise to concern about the safety or welfare of a pupil. Staff must NEVER promise to a pupil that they will not act on information that they are told by the pupil/student.

7 DISCIPLINARY ACTION

7.1 All staff need to recognise that failure to meet appropriate standards of behaviour and conduct may result in disciplinary action, including dismissal.

8 PLANNING AND PREPARATION

8.1 To help reduce workload, Active Inspire slides will constitute as planning.

8.2 The 4 Slide Approach to teaching will be used for the teaching of all subjects. This includes:

- 1) LO and SC: discuss and understand the language in the LO and SC
- 2) Link today's learning to previous learning / experiences from earlier units of work and prior year curriculum
- 3) Introduce new and recap current vocabulary, through gamification

4) Hinge Question

8.3 The Copperfield Academy Adaptive Teaching Manual should be utilised for and evident in every lesson.

8.4 Ensure that all **LOs are knowledge based** and **Success Criteria are skills based**. The Success Criteria should be evident in the outcome.

8.5 Teachers' high expectations for pupil outcomes will be evident in:

- The tailored and well sequenced slides,
- The adaptive and engaging teaching input,
- The neatly presented books that demonstrate how every child is stretched and challenged appropriately, and
- The conversations with the children about their learning.

These four areas of assessing children's progress will be used as monitoring and recorded on Perspective.

8.6 Staff are receptive to professional development and are willing to take risks in trying new skills and initiatives.

8.7 Slides and resources must be on Teams and/or readily accessible the night before the lessons. To assist with unexpected staff absences, under no circumstance should slides not be accessible on Teams.

8.8 It is expected that teachers are standing when delivering their lesson input, unless there is a known medical reason which prohibits standing for long periods of time.

8.9 Class based staff are expected to sit at the children's tables when the children are in the classroom. Completing tasks at their own desk(s) during teaching and learning time is prohibited.

9 PRESENTATION OF EXERCISE BOOKS

9.1 Every lesson must have a Lesson Objective recorded in the book, if the child is absent. Labels for all subjects, excluding reading, writing and maths require stem sentences. They will read: 'In *History* today our LO is...' 'history' as required. The stem sentences assist the children in clarifying which topic they are focussing on. See Copperfield's Book Policy for clarification around expectations for each subject.

9.2 Children must stick their label into their book in the top left corner to the page, straight and neatly.

9.3 Should a lesson not happen for a reason (for example, a test or school trip) then the label must state the date and why that lesson did not happen.

9.4 Staff must use the school's handwriting scheme to teach handwriting. This will ensure children are writing to a standard appropriate for their age and/or ability. This will be the expected standard of handwriting seen in every book. Poor presentation will not be tolerated.

9.5 Children cross out any mistakes they make using a pencil and ruler.

9.6 Any paper stuck into books is done so neatly, trimmed to size and with nothing overhanging the pages of the exercise book.

9.7 Strict adherence to the Book Guidance policy must be followed.

9.8 Every exercise book must have a label on the front cover, which includes: full name, subject and year group.

10 PRESENTATION OF DISPLAY BOARDS

10.1 Following display boards/posters must be evident in class:

- English
- Maths
- Science
- Wider Curriculum
- Safeguarding /DSL poster

10.2 Display boards in class to feature / celebrate children's learning, with appropriate vocabulary and WAGOLL.

10.3 Main corridor display boards must be updated every long term (T2,4 & 6) with the children's work. The display board must feature some form of large piece of art or interesting feature.

10.4 The expectations set out in the Display Policy must be followed.

11 PRESENTATION OF CLASSROOMS

11.1 Classrooms to be clutter free, including teacher's desk and all worktops. All resources to have a place and they are clearly labelled. The tidiness of the classroom sets the tone for our high expectations of the children.

11.2 Classrooms to be colourful, engaging and stimulating spaces. In conjunction with 10.2, the classroom will feature a range of children's artwork on display – hanging from the lines suspended from the ceilings or on the walls. The artwork must be labelled so it is clear what knowledge / skills were learnt in that lesson.

12 FEEDBACK OF CHILDREN'S WORK

12.1 The Feedback and Marking Policy must be followed consistently by all staff members.

12.2 Where possible, staff should evaluate children's work during the lesson and use this information to adapt their teaching. Feedback will happen in the following order of priority:

- Immediate feedback – 'live marking' at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)

12.3 All pupils' work should be assessed for understanding of the LO by the next lesson in the curriculum sequence so that teaching can be adapted accordingly. Any work produced in the books must be acknowledged through 'lite marking' as a means of acknowledgement.

12.4 When marking, all staff must follow the marking codes (see Feedback and Marking Policy)

12.5 All staff must use pink pen for corrections and green pen for positive comments. The LO must be highlighted Green for achieved or Pink if partial or not complete. A suitable number of grammatical mistakes must be identified in each piece of written work (with a maximum of 10), ready for children to correct in early morning feedback time.

12.6 All pupils should respond to marking, next steps or editing using a purple pen (KS2) or purple pencil (KS1).

12.7 There is no requirement in terms of frequency of written marking. In most cases, written comments will be used for extended pieces of written work or extended tasks. However, all work must be acknowledged through 'lite marking'.

13 EXPECTATIONS AND RECORDING OF BEHAVIOUR

13.1 The Behaviour Policy must be consistently followed by all staff members.

13.2 Staff are aware that an engaging curriculum prevents low level disruption in class.

13.3 Rewards and consequences (step approach) to be adhered to as behaviour policy states.

13.4 All behavioural incidents and conversations with parents must be recorded on Arbor.

13.5 Behaviour on the playground is expected to be as exemplary as that seen in the classroom. All staff must be aware of and follow the Playground Duty Rota. Failure to oversee your cover slot will be viewed as a disciplinary action due to putting others at risk of harm.

13.6 It is the duty adult's responsibility to engage the children in games by setting up multiple activities around the playground.

13.7 When break or lunchtime ends, adults on the playground hold up their hands. All children are expected to stand still. When instructed by an adult, children are expected to walk sensibly, with no talking, to their lines. If the adults deem the walking to line not up to our high expectations, then they are to hold their hand up once again. Children stop. The process repeats over again.

13.8 It is expected that a class is escorted around the school building by an adult. A teacher at the front of the line and the LSA at the back of the line is preferred, where possible. The adult at the front of the line is to be aware of the behaviour of the whole line. The line must be compact. The line must not become stretched so the adult at the end of the line is unable to support the adult at the front. The line does not leave its location until ALL the children are composed and ready to walk around the school. Disorganised behaviour around the school corridors will not be tolerated and class adults will be held to account in this regard.

14 TEACHING AND DEVELOPING A LOVE FOR READING

14.1 Every teacher will end the day reading to the class.

14.2 Every child will have access to either 1 quality reading lesson a day and/or up to 2 phonics lessons a day.

14.3 Home reading will be promoted and managed by the teacher of each class. Lack of home reading will be discussed with the parents and Reading Lead.

14.4 All staff to follow the English and Reading Policy.

15 COMMUNICATION WITH PARENTS

15.1 Staff to update their class story on Dojo **at least once a day** with what the children have been learning that day. This keeps the parents informed of what their child is learning in school.

15.2 Staff to be accessible to parents, through Dojo, between 8.30am – 4.30pm Monday – Friday. Staff are not expected to check Dojo outside of these hours.

15.3 Staff are expected to share their learning successes with their Key Stage Leaders so this can be shared on the school's social media platforms. This helps to promote the school to the wider community, thus continue our drive in showcasing the school's development.

15.4 Teachers are to complete progress reports, via Dojo, Terms 2 and 4. Terms 1 and 3 are parents' meetings. Formal written reports are submitted in Term 6.

16 STRUCTURE OF THE SCHOOL DAY

16.1 The gates open at 8.30am, where children can collect a bagel and then walk sensibly into class.

16.2 An adult must be in class from 8.30am, ready to greet the children and deliver early morning work.

16.3 Lesson prep for the day must either be completed before 8.30am.

16.4 At 8.40am bagel hut stops serving and gates close.

16.5 At 8.45am the registers close and school officially starts. Formal teaching and learning commence.

16.6 Children entering the school once the gates close at 8.40am are registered at the office and taken straight to class.

16.7 Children arriving at school after 8.45am are marked as late. Children will receive a mark of absence if they are not in school before 10am.

16.8 Staff will ensure they are on time for; assemblies, start and end of day, break and lunchtime and any other arrangements.

16.9 All children will begin and end break and lunchtime on time, as per the agreed timetable.

16.10 All children will access a full, broad, and balanced curriculum, with ample opportunities to learn and develop skills and knowledge in humanities, the arts, science, modern foreign languages (KS2) and religious education. To achieve this, teachers will use their experience to craft a timetable that allows the children to access the school's curriculum. Should anyone wish to change their timetable for a day/week or term then they must seek permission from the Deputy Headteacher.

16.11 At home time, Key Stage Leaders will assign one person to open the gates no later than 5 minutes before children come out onto the playground. This prevents blockage of parents and therefore reduces risks outside the school premises.

16.12 Children will be dismissed on time.

17 ASSEMBLIES

17.1 Monday assembly, accompanied by the TA, will be run by Key Stage Leaders, and follow the Copperfield Learning Values and Moral Attitudes assembly rota.

17.2 Wednesday's singing assembly will be run by assigned teachers.

17.3 Friday assembly will be a key stage celebration assembly. The Headteacher and Deputy Headteacher will lead the assemblies.

17.4 Whichever adult is escorting the children to the hall, must ensure the children walk quietly. Enter the hall quietly. Sit quietly. Leave quietly. The adult must constantly be watching their class, ensuring there is no low-level disruption. A proactive approach is the expectation. Should a child cause disruption then they are to sit next to the adult and the person leading the assembly to speak to said child.

18 Unplanned Absence Procedures

18.1 If you are going to be absent from school, you need to contact your **line manager (Key Stage Leaders for class based staff)** by telephone between 7.00 a.m. and 7.30 a.m. This contact should be a telephone call and should **not be a text message**. It is expected that you will notify **your line manager** by no later than 3.30p.m if you intend to return to work the following day or if you require additional sick leave. You should call by 3.30 p.m. every day of your absence unless you have been 'signed off' by a doctor, in which case it would not be necessary. **Line managers will then notify the Headteacher and School Business Manager of any absences each day they occur.**

18.2 Your Line Manager will seek cover through discussing options with peers.

18.3 If your Line Manager (Phase Leader) is unable to find cover then they will approach SLT for support.

18.4 Work should be uploaded onto Teams in your Year Group folder before 8.00 a.m.

18.5 On your return you will need to complete a Self-Certification Sickness Form which is available from the school office. If your illness exceeds seven days you will also need a Doctor's Certificate, which should be sent to the school as soon as possible to ensure your pay is unaffected. It may be necessary to undertake a return-to-work interview to discuss your absence upon your return. Please note that absences are monitored closely.

18.6 Attendance will be tracked and managed in accordance with the Managing Sickness and other related policies.

18.7 Any member of staff who feels unwell **during the school day** should inform a member of SLT so that appropriate action can be taken.

19 SEND

19.1 Quality First Teaching

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff (this includes children accessing PIPS/Seedlings). High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may just be behind the average level of their peer group but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class-based interventions. It is the responsibility of the class teacher to ensure that strategies are implemented via the toolkit (for up-to 6 weeks) before seeking further SEN support from the SENCo.

Responsibility: Class teacher and support staff

19.2 SEN Support

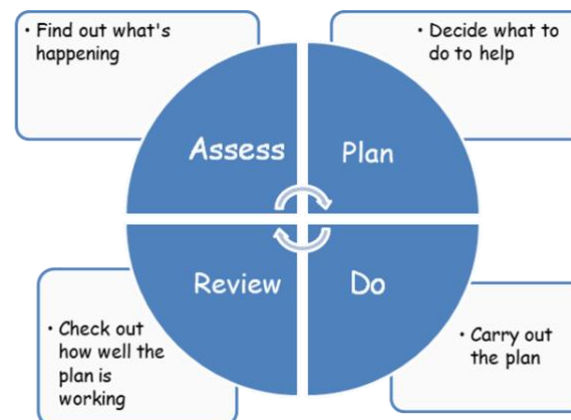
A pupil has SEND where their learning difficulty, social emotional difficulty or disability calls for provision different to, or additional from, normal classroom practice available to pupils of the same age, using the graduated approach to remove barriers to learning. However, support is provided, a clear date for reviewing progress is agreed. SEND support is recorded by the SENCo only.

Responsibility: Class teacher and support staff with SENCo

19.3 Graduated Approach

Where a pupil is identified as having SEND, Copperfield takes action to remove barriers to learning and put in effective special educational provision in place. This SEN support takes the form of a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**

Responsibility: Class teacher and support staff



19 Staff Wellbeing

19.1 Every staff member is entitled to a wellbeing day. This is a whole day for you to take, fully paid.

19.2 Wellbeing Day request is not a given. They will be rejected if it is at the detriment of the school operation.

19.3 The school will need at least 2 weeks' notice for the request.

19.4 If a staff member has children and requires time to see assemblies / productions then the wellbeing day should be used for this. If there is more than one child, then the wellbeing day can be split.

19.5 Wellbeing days are not allowed to be taken:

- Term 1
- INSET days
- Not permitted on the first or last day of the term
- If your attendance is below 98%

19.6 It is up to the discretion of the Headteacher whether the day is approved or not. Any other requested paid day off will be at the discretion of the Headteacher and may count towards a Wellbeing Day.

19.7 Wellbeing Days will be registered.

20 PTA (FoC)

20.1 The PTA is a voluntary organisation. Therefore, it is expected that any preparation should be completed outside of teaching / working hours.

20.2 The visit to shops should be completed outside of teaching / working hours.

20.3 It is expected that staff contribute their time in supporting the PTA. The PTA events generated significant cash flow for the school, increase the school's profile in the community and to help build relationships with the wider community. It is the duty of staff to support the school in this endeavour.

21 Sports events

21.1 There can only be one event/match booked in per term per Key Phase, unless it is a competition thus there are multiple games occurring over the term.

21.2 Events / matches must be agreed with SLT before being signed off. This to limit implications around staffing.

21.3 Only games that have been specifically practiced for will be approved.