



Welcome to John Blow Primary School

Information for visitors

September 2022

Welcome to John Blow Primary School

Our vision

At John Blow Primary School, we strive to provide an environment where children can be the best they can be. Through the delivery of a collaborative, engaging and purposeful curriculum, children will become prepared for the challenges that they face as they grow and develop. This is underpinned by opportunities to enhance pupils' cultural capital. By lighting the spark for life-long learning, John Blow pupils will become resilient, hard-working and focused learners with positive relationships central to their academic, emotional and mental well-being development.



Our motto

"Be the best you can be"

Our Curriculum Drivers

Resilience

Collaboration

Curiosity

Empathy

Purpose

Being Prepared



Our curriculum drivers are interwoven into the day-to-day events in school. We encourage the children to utilise these behaviours towards their learning and school life to enable us to fulfil our school vision.



Safeguarding and Child Protection Information for visitors

Safeguarding in schools is everyone's responsibility . This document is a point of reference which outlines your roles and responsibility for safeguarding whilst you are in school. Please do not hesitate to speak to a member of the John Blow team if you have any questions or concerns during your time in school.

A full copy of the Child Protection Policy (September 2022) can be found in the staffroom.

During your time at John Blow Primary School, if you have any safeguarding concerns of any size or nature, please speak to the Designates Safeguarding Lead (DSL) Ben Carver ***immediately***.

At John Blow Primary School, the welfare and wellbeing of our students is paramount

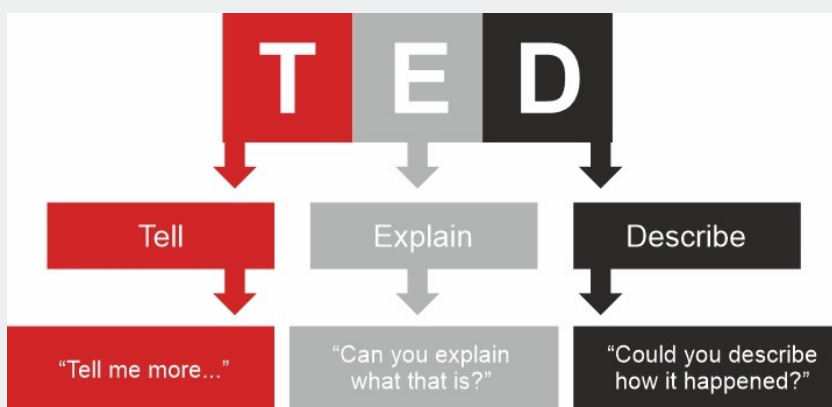
We fully recognise and embrace our responsibilities for Safeguarding and Child Protection and are committed to promoting the welfare of children and young people. All staff, volunteers and visitors are expected to share and fully commit to this responsibility.

If you have a concern that a student is at risk of harm or has been subjected to any form of abuse, you must make immediate and direct contact with a member of the safeguarding team:

- Designated Safeguarding Lead: **Ben Carver** (Headteacher)
- Deputy DSLs: **Ben Barnard** (Deputy Headteacher—Y5), **Sarah Eagle** (SENDCo—Y4)

If a child discloses information to you directly please ensure that you:

- **Do** let the child use their own language
 - **Do** make notes
- **Do** explain the procedure to the child that you are going to follow
 - **Do** reassure the child
 - **Do not** rush the child
- **Do not** make contact with home/parents/carers
- **Do not** make promises to keep the information to yourself
 - **Do not** ask leading questions (use TED)



Lanyards

To support the implementation of our Child Protection Policy, we have implemented a coloured lanyard system to identify staff who will be completing regulated activities and therefore require a DBS check. The following coloured lanyards are used in school. Please ensure that your lanyard is clearly visible whilst in school.

Grey Lanyard = Staff

Green lanyard = DBS cleared visitors and staff

Red lanyard = Non-DBS checked visitors (must be supervised)

HEALTH & SAFETY

Health and safety is constantly monitored to ensure the school is safe for students, staff and visitors. Please ensure your actions do not put any body at risk, if you see anything that poses a risk to individuals, please alert a member of the school team.

A copy of the key policies and risk assessments linked to H&S along with the NCC H&S information can be found in the staffroom. If you wish to see any of these documents, please ask a member of the team.

First Aid

All members of the John Blow Team are first aid trained. Our SENCo (Sarah Eagle) is our First Aid at Work trained professional.

If you have a accident whilst at work (regardless of how small), please ensure that a member of the SLT are notified so that this can be recorded and logged in line with NCC protocol.

Emergency Evacuation Plan

In the event of a fire alarm activation, all students , staff and visitors must make their way outside via the nearest exit immediately and make their way around to the school field. Each classroom contains a fire register folder which should be taken outside. We utilise Scholar Pack so live registers will be printed/accessed online to account for all pupils and staff.

We will use the exit gate at the far end of the field to congregate on the Collingham Football Club pitch if we are required to move further away from the building.

A copy of the evacuation plan can be found in the H&S folder in the staffroom.

Behaviour and Relationships Policy

Our Behaviour and Relationships Policy is underpinned by a values based approach to behaviour management. Children start each week with 30 minutes of Golden Time and if they do not embody our values they will lose some of this time to enable them to reflect on their week on a Friday afternoon. Golden Time takes place between 2pm and 2.30pm on a Friday.

To ensure a consistent approach to the implementation of this policy, we have a stage system which is found on the next page. We have a Golden Time log book to record the loss of any Golden Time; please locate this if you are classroom based to enable you to implement this policy.

Our School Values



We are kind and thoughtful

We show respect

We are focused and prepared to learn

We keep our school attractive and safe

We strive to be the best we can be



Stage System for behaviour management

School Value	Verbal Response (1 or 2 verbal responses given before moving up a stage.)	Stage 1 (lose 5 min golden time)	Stage 2 (lose 10 min golden time)	Stage 3 (10 min time out in SLT classroom for reflection if required)	Stage 4 (Sent to head teacher)	Stage 5 (Immediately sent to head teacher)
<i>We are kind and thoughtful towards everyone.</i>	<ul style="list-style-type: none">- Calling names.- Unkind comments that upset others.- Refusal to participate.- Taking other children's property.- Being rude to children.- Winding up other children.		<ul style="list-style-type: none">- Being disrespectful towards adults.	<ul style="list-style-type: none">- Swearing at children.- Swearing at adults.	<ul style="list-style-type: none">- Hurting other children e.g. pushing, pinching, poking (where no mark is left)- Continuous name calling (bullying)	<ul style="list-style-type: none">- Racial comments.- Physical bodily harm e.g. punching, kicking, slapping, biting, (where a mark or injury is left).
<i>We show respect.</i>	<ul style="list-style-type: none">- Taking the property of others.- Telling lies.-Not listening to others-Drawing on/defacing equipment of others- Walking away from an adult who is trying to discuss an issue.					<ul style="list-style-type: none">-Stealing school equipment.-Stealing from children and adults.
<i>We are focused and prepared to learn.</i>	<ul style="list-style-type: none">- Disrupting lesson- Talking while the teacher is talking.- Calling out.- Not looking at the person who is talking.- Fiddling with equipment.					
<i>We keep our school attractive and safe.</i>	<ul style="list-style-type: none">- Throwing equipment around the classroom.- Not moving around the school sensibly and quietly- Rocking on chairs.- Littering.-Drawing on/defacing equipment.		<ul style="list-style-type: none">- Spitting.- Minor damage to classroom displays.	<ul style="list-style-type: none">- Throwing objects at children.- Breaking school equipment.	<ul style="list-style-type: none">- Throwing objects at adults.	<ul style="list-style-type: none">- Vandalising school property.- Leaving school premises without permission.- Bringing dangerous items in to school.
<i>We strive to be the best we can be</i>	<ul style="list-style-type: none">-Lacking focus on work-Not listening to instructions from an adult-Distracting others-Negative attitude and comments					<ul style="list-style-type: none">- Creating a substantial disturbance in class which effects learning.

Stage System for behaviour management

Procedures to follow when a child does not adhere to a school value.

During the 2022-2023 academic year, we will introduce a Stage System to consistently manage children who are not adhering to the school values. At every stage, children will be reminded of positive expectations of behaviour and the school values. The first response to a child who is not adhering to the values should be a ***verbal response reminding them of our expectations linked to the school values followed by a warning that they will move to Stage 1 if the unacceptable behaviour continues***. This is an important stage in reaffirming expectations and encouraging positive behaviour (linked to the school values). After this warning, if the behaviour continues, then the following stages should be followed:

Stage 1 – The child loses 5 minutes of Golden Time.

Stage 2 – The child loses a further 5 minutes of Golden Time.

Stage 3 – The child spends 10 minutes reflection time in a classroom of a member of the SLT. At this stage they will be supported to reflect on their choices and discuss future positive behaviour.

Stage 4 – The child is sent to the headteacher where they will discuss and reflect on their behaviour. Additional Golden Time ***will not*** be taken as punishment. This may provide the children with an opportunity to complete their work during their free time.

Stage 5 – The child is immediately sent to the Headteacher. Parents and carers will be contacted to discuss the child's behaviour and look for further opportunities to support the child. At the end of each academic year, behaviour logs will be reviewed and reported to Governors.

The school day

School times

School times are as follows: 8.45 am – 12 noon
1.00 pm – 3.30 pm

Please be in school at least 15 minutes before the start of the session and 15 minutes after the end.

Registration

We now use Scholar Pack as our attendance register. Please do not submit your register before 8.55am to allow us to account for any later arrivals. If you require a Scholar Pack log in, please speak to Mrs Barnard (Office Manager).

Dinner registers will be printed off weekly; these need to be checked off and returned to the school office daily.

Assemblies

Assemblies are held in the school hall on the following day:

Monday	10 am	Whole school assembly
Tuesday	10 am	Whole school singing assembly
Wednesday	10 am	Whole school assembly
Thursday	10 am	Class assembly (classroom based)
Friday	10 am	Buddies session (see additional plan)
Friday	2.45 p.m.	Whole school Special assembly (celebration)

When it is assembly time, please take the children to the hall and supervise them until the person taking assembly is ready – ***please utilise assembly times to deliver intervention for targeted children.***

Playtimes

Morning playtime	10.15 – 10.30 am
Afternoon playtime	2.15 – 2.30 pm
	2.40 – 2.50 pm (Friday only)

Please check with the teacher you are covering for or the duty rotas in the staff room to see if you are on duty. Each teacher will dismiss their class for playtime and it is most important that the two staff on duty are outside promptly ready to receive the children.

After a period of rain and during the winter months the children should play on the hard play areas. One member of staff on each yard.

At the end of playtime, a member of staff on the KS1 yard asks pupils to ring the school bell three times. Children then line up outside their classroom door to wait for their teacher. Children should not enter the classroom until the teacher arrives. Staff on duty should check that all children are off the yard before going in.

No children should be left unsupervised in the classrooms during break or lunch times. Children should be encouraged to use the toilet at the beginning and end of breaks. Children wishing to use the toilet during break/ wanting a drink of water should seek permission from staff on duty. For no other reason should children return to the classroom during breaks. KS2 children go through Willow classroom to go to the toilet etc.

No football on either playground.

Wet playtimes

The children remain in their own classroom. Each member of staff on duty will then be responsible for supervising three classroom areas. The school bell is rung at the end of break. The person on KS2 duty should supervise classes Elm, Maple and Willow, Ash, and the other member of staff classes Pine, Oak and Beech.

Lunch Time

Lunch time runs from 12.00pm – 1.00pm daily.

Absence report

If you are unable to attend work, you must notify the school office with as much notice as possible. The telephone number is 01636892485.

Staff employed by the school should send a message to the headteacher to inform him of the absence - Ben Carver's number is: 07780455210. No other member of staff should be contacted to inform an absence from school.

If you become ill during your time in school, you should notify the office manager (Stacy Barnard) who will make the necessary arrangements with a member of the leadership team.

Planning and marking

It is expected that all supply teachers will take a full and active part in planning for the sessions they cover, in consultation with the classroom teacher. Work should be marked and presented in the required form.

Supply staff are asked to initial any work that they have set and marked.

Please see the marking policy/codes attached.

Marking Key

Marking code	Interpretation
Tick	Your work is correct and good.
Positive feedback	What you have done well.
Ⓣ	Target/next step.
<u>Arrow head</u>	You have left out a letter or word.
(In numeracy)	
Ⓛ _____	Insecure
Ⓒ _____	Competent
Ⓢ _____	Skilled
'Sp' and squiggle	You have spelt a word wrong. Write out 3x's.
	Capital letter or punctuation missing.
?	Part of your writing does not make sense.
Vertical wiggle	Finger space.
//	A new paragraph is needed.

Pupil self-assessment-' <u>T</u> raffic light' (next to L.O.) RED _____ YELLOW/ORANGE _____ GREEN _____	I do not understand/I need help/It was tricky I <u>understand</u> , but need more practice. I understand fully. All is good.
Sticker/individual class system	Reward for doing well in your work.
(V)	Your teacher has discussed your work with you.
(G)	Guided Learning.
(Grp)	Group work-collaborative.
(PW)	Paired work.
(EW)	Extended write.
(PM)	Peer marked (pupil written).
(SA)	Your work has been chosen for Special Assembly.
(HT)	Head teacher sticker.

There is also a specific marking key for maths which is stuck into each child's maths books.