

July 2025

Vacancy for a Class Teaching Assistant – from September 2025

Thank you for your interest in the vacancy for a teaching assistant at Arbury Primary School

Please find enclosed:

- job advert
- the job description(s)
- the person specification(s)
- an application form
- our code of conduct for staff
- school prospectus
- latest OFSTED report

We look forward to receiving your application by 9.00am on Monday 1st September 2025. There is no need to send a CV. Interviews will be held shortly after the closing date. If you would like further information on the post advertised, please make contact with the school through the main office. Tel: 01223359568 or Email: office@arbury.cambs.sch.uk

Yours sincerely,

Ben Tull
Headteacher

Arbury Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Candidates called to interview will need to bring two forms of identification (Birth Certificate, Driving Licence, Passport), proof of address (bank statement / utility bill) and original copies of any qualifications declared in the application form to the interview. You will also be asked to bring the completed Criminal Conviction Disclosure and Disqualification Declaration Form in a sealed envelope.

If, following interview, you are made an offer of employment then it will be conditional pending confirmation of DBS Clearance, medical clearance, two satisfactory references, qualifications and the right to work in the UK.

The Governing Body will ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction.

Canvassing any member of staff, or member of the Governing Body, directly or indirectly, is prohibited and will be considered a disqualification.

ARBURY PRIMARY SCHOOL – Job Advert

Required from September 2025 - Level 2 Class Teaching Assistant

31.25. hours per week (6.25 hours a day Mon-Fri) - Term time only.

Salary: **Level 2 – Scale Point 5-6**

This position could be in EY, KS1 or KS2 with the possibility that it could be paid at a scale point 7-11 for a suitably experienced and qualified candidate.

If you are interested in joining our happy team, please download a pack from the school website. (<https://arbury.eschools.co.uk/website/vacancies>)

Deadline for applications: **9.00am 1st September 2025**

Interviews: **Shortly after the closing date**

Ben Tull

Head teacher

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Candidates called to interview will need to bring two forms of identification (Birth Certificate, Driving Licence, Passport), proof of address (bank statement / utility bill) and original copies of any qualifications declared in the application form to the interview. You will also be asked to bring the completed Criminal Conviction Disclosure and Disqualification Declaration Form in a sealed envelope.

If, following interview, you are made an offer of employment then it will be conditional pending confirmation of DBS Clearance, medical clearance, two satisfactory references, qualifications and the right to work in the UK.

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Canvassing any member of staff, or member of the Governing Body, directly or indirectly, is prohibited and will be considered a disqualification.

Teaching Assistant - JOB DESCRIPTION



Job Title:	Teaching Assistant – Level 2
School:	Arbury Primary School
Reports to:	SENDCo / Senior Leaders
Grade:	Level 2 (Scale Point 5 – 6)
Location:	Various
Hours:	Up to 32.5 hours per week / Term time only

Job Purpose:

Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school. Contribute to raising standards of achievement for all pupils.

Principal Accountabilities:

1. Support for children

- **Provide specialist learning support** (requiring in-depth knowledge and experience) to a child with severe special needs.
- Take responsibility for adapting and delivering learning activities 1:1 or with small groups who would benefit from a different learning approach as agreed.
- Establish and maintain supportive relationships with a named pupil with an EHCP to ensure they understand and can achieve the tasks.
- Provide learning support to a named pupil with an EHCP
- Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- Encourage and promote inclusion in the classroom, ensuring pupils feel involved with tasks and activities.

2. Support for the curriculum

- Support the school curriculum, including English and Maths activities.
- Deliver special programmes for a named pupil with an EHCP
- Provide targeted support to enhance learning and improve attainment

3. Support for the teacher

- Contribute to reports on progress and development against National Curriculum descriptors for a named pupil with an EHCP pupil progress
- Contribute to the development of learning support plans for a named pupil with an EHCP
- Contribute to the planning and evaluation of work programmes for a named pupil with an EHCP
- Provide feedback on learning activities
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- To complete basic first aid training and deliver first aid as required.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher / Manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

Arbury Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Level 2 Teaching Assistant – PERSON SPECIFICATION

Essential Requirements

Skills/Knowledge

- Ability to work effectively within a team, understanding classroom roles and responsibilities
- Ability to build effective working relationships with all pupils and colleagues
- Ability to promote a positive ethos and role model positive attributes
- Good personal numeracy and literacy skills
- General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area)
- General awareness of inclusion, especially within a school setting
- Effective use of ICT to support learning

Valuing Diversity

- Ability to challenge behaviours and processes which do not positively advance the diversity agenda
- Ability to recognise people's strengths, aspirations and abilities and help to develop their potential

Developing Self and Others

- Ability to request right training and development
- Willingness to respond positively to opportunities that arise and to support others' learning and share learning with others

Experience/ Qualifications / Training etc

- Minimum of 1 year experience of working with &/or caring for children within the primary age range
- Willingness to complete DfES Teacher Assistant Induction Programme
- Willingness to participate in relevant training and development opportunities

Work Related Circumstances - Professional Values & Practices

- Suitability Requirements met for working with children - Satisfactory References, Right to work in the UK, Barred List and DBS check, Pre-Employment Health Check and Attitudes to Safeguarding Checked at interview.
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work
- Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice
- Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning
- Able to improve their own practice through observations, evaluations and discussion with colleagues

Desireable Requirments

Skills & Knowledge

Experience/ Qualifications / Training etc

- Experience of resources preparation to support learning programmes
- Minimum of 2 years experience of working with &/or caring for children within the primary age range **within an educational setting**
- Training in special educational needs strategies

Arbury Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Teaching Assistant - JOB DESCRIPTION



Job Title:	Teaching Assistant – Level 3
School:	Arbury Primary School
Reports to:	SENDCo / Senior Leaders
Grade:	Level 3
Location:	Various
Hours:	Up to 32.5 hours per week / Term time only

Job Purpose:

Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school. Contribute to raising standards of achievement for all pupils

Principal Accountabilities:

1. Support for children

- Under the direction of a class teacher, **supervise a class in following a programme of study.**
- **Provide specialist learning support** (requiring in-depth knowledge and experience) to children with severe special needs, or where English is not their first language.
- Take responsibility for delivering learning activities with small groups who would benefit from a different learning approach as agreed.
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers to ensure they understand and can achieve the tasks.
- Provide learning support to children with significant care needs, or where English is not their first language.
- Support children with significant development needs, e.g. cognitive ability, EBD, learning skills, etc. as directed.
- Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.

2. Support for the curriculum

- Support the school curriculum, including English and Maths activities.
- Provide additional tuition for children who need extra support with Computing.
- Arrange and deliver special classes for pupils to improve the range or quality of subjects offered as agreed.
- Provide targeted support to enhance learning and improve attainment

3. Support for the teacher

- Contribute to reports on pupil progress and development against National Curriculum descriptors.
- Contribute to the development of learning support plans for children with special needs.
- Contribute to the planning and evaluation of work programmes for individual pupils and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
 - Attend and actively participate in staff meetings.
 - Contribute to the development of less experienced teaching assistants
 - Act as a mentor for less experienced teaching assistants on best practice and methods of overcoming difficulties.
 - Make suggestions for school events and take a leading role in organising them as agreed.
 - To complete basic first aid training and deliver first aid as required.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher / Manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

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Level 3 Teaching Assistant – PERSON SPECIFICATION

Essential Requirements

Skills/Knowledge

- Ability to work effectively within a team, understanding classroom roles and responsibilities
- Ability to build effective working relationships with all pupils and colleagues
- Ability to promote a positive ethos and role model positive attributes
- Good personal numeracy and literacy skills
- General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area)
- General awareness of inclusion, especially within a school setting
- Effective use of ICT to support learning

Valuing Diversity

- Ability to challenge behaviours and processes which do not positively advance the diversity agenda
- Ability to recognise people's strengths, aspirations and abilities and help to develop their potential

Developing Self and Others

- Ability to request right training and development
- Willingness to respond positively to opportunities that arise and to support others' learning and share learning with others

Experience/ Qualifications / Training etc

- Minimum of 2 years experience of working with &/or caring for children within the primary age range
- Willingness to complete DfES Teacher Assistant Induction Programme
- Willingness to participate in relevant training and development opportunities

Work Related Circumstances - Professional Values & Practices

- Suitability Requirements met for working with children - Satisfactory References, Right to work in the UK, Barred List and DBS check, Pre-Employment Health Check and Attitudes to Safeguarding Checked at interview.
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work
- Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice
- Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning
- Able to improve their own practice through observations, evaluations and discussion with colleagues

Desireable Requirements

Experience/ Qualifications / Training etc

- **4+ years experience** of working with &/or caring for children within the primary age range **within an educational setting**
- **Experience of supervising the learning of whole classes**
- **Specific Training to support vulnerable learners** (Behaviour training, S&L training, Literacy or Numeracy programmes) etc
- Experience of **successfully running interventions**

Arbury Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Internal use only

Reference no:

Date received:



Employment Application Form: Support Staff

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Please ensure that you complete all sections of Part 1 and Part 2 of the application. Please note that providing false information will result in the application being rejected, withdrawal of any offer of employment, summary dismissal if you are in post and possible referral to the police. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink or type. CVs are not accepted.

Vacancy Job Title	
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Part 1: Information for Shortlisting and Interviewing

Initials: [Click or tap here to enter text.](#)

Surname or Family Name: [Click or tap here to enter text.](#)

Previous Surnames: [Click or tap here to enter text.](#)

1. Letter of Application

Please enclose a letter of application. Please refer to the applicant information pack which may include instructions on how to complete the letter of application.

2. Current/Most Recent Employment:

Name, and address of employer	
Job title Please enclose a copy of the job description, if possible	
Date appointed to this post	
Current salary	
Date available to begin new job	

3. Full Chronological History

Please provide a full history in date order, most recent first, since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Please enclose a continuation sheet if necessary.

Job title or position	Name and address of school, other employer, or description of activity	Number on roll and type of school, if applicable	Full or part-time	Dates (DD/MM/YYYY)		Reason for leaving
				From	To	

4. Secondary Education and Qualifications

Name of school/college	From	To	Examination passed (i.e. A-Level, GCSE), subject and grade

5. Further or Higher Education

Please provide details of any recognised qualifications or courses attended which are relevant to the job application.

Name of FE college, university or awarding body	Dates		Full or part-time	Qualifications obtained
	From	To		

6. Other Relevant Experience, Interests and Skills

7. Referees

Please provide details of two people to whom reference may be made. The first referee should normally be your present or most recent Headteacher or equivalent person. If you are not currently working with children, please provide a referee from your most recent employment involving children. Referees will be asked about all disciplinary offences which may include those where the penalty is “time expired” if related to children. Referees will also be asked whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry. References will not be accepted from relatives or people writing solely in the capacity of friends.

It is normal practice to take up references on shortlisted candidates prior to interview. This is in line with the most recent version of Keeping Children Safe in Education statutory guidance.

First Referee

Title and name:	
Address and postcode:	
Telephone number:	
Email address:	
Job title:	
Relationship to applicant:	

I consent to this reference being requested before interview.

Yes: ☐ No: ☐

Second Referee

Title and name:	
Address and postcode:	
Telephone number:	
Email address:	
Job title:	
Relationship to applicant:	

I consent to this reference being requested before interview.

Yes: ☐ No: ☐

8. Reference Declaration

In compliance with the General Data Protection Regulation (GDPR), we would like to ensure that you are aware of the data we will collect and process when requesting your references.

Reference requests sent to your referees will ask the referee to confirm as a minimum:

- The referee's relationship with the candidate
- Details of the applicant's current post and salary
- Performance history
- All formal time-limited capability warnings which have not passed the expiration date
- All formal time-limited disciplinary warnings where not relating to safeguarding concerns which have not passed the expiration date
- All disciplinary action where the penalty is "time expired" and relate to safeguarding concerns
- Details of any child protection concerns, and if so, the outcome of any enquiry
- Whether the referee has any reservations as to the candidate's suitability to work with children. If so, the School will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

By signing the below, I consent to my named referees being contacted in accordance with the above.

Sign	
Print	
Date	

You have the right to withdraw your consent at any time and can do so by informing our organisation's Data Protection Officer that you wish to withdraw your consent.

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Part 2

Internal Ref. No. _____

This section will be separated from Part 1 on receipt. Relevant responses may be verified prior to shortlisting and/or used for administration purposes but will not then be used for selection purposes.

9. Personal Information

Surname or family name	
Previous surname(s)	
Forenames	
Title	
Current address	
Postcode	
Home telephone number	
Mobile telephone number	
National insurance number	
Email address	
DfE reference number	
Do you have a current full clean driving licence? Only applicable for posts that require driving	Yes: <input type="checkbox"/> No: <input type="checkbox"/> N/A: <input type="checkbox"/>
Do you require sponsorship (previously a work permit)?	Yes: <input type="checkbox"/> No: <input type="checkbox"/> If YES please provide details under separate cover.

10. Compulsory Declaration of any Convictions, Cautions or Reprimands, Warnings or Bind-overs

It is the School's policy to require all applicants for employment to disclose convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the [Ministry of Justice](#). The School may also carry out an online search on shortlisted applicants.

In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) which requires you to disclose all spent convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 and 2020) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account.

If you are invited to interview you will be required to complete a “Disclosure of Criminal Record” form and bring the completed form to interview.

In accordance with the provisions of The Childcare Act 2006 and The Childcare (Disqualification) Regulations 2009 and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, there is a requirement on some staff in educational settings to disclose relevant information. This requirement will apply to your application if the post you are applying for is in an Early Years setting with children (from birth until 1 September following a child’s fifth birthday) or Later Years childcare (children above reception age but who have not attained the age of 8) in nursery, primary or secondary school settings, or if you are directly concerned with the management of such childcare.

The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, bind-over order, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a “regulated position” under the Criminal Justice & Courts Services Act 2000.

11. Data Protection – Data Protection Act 2018 and General Data Protection Regulation 2018 (GDPR)

In compliance with the Data Protection Act 2018 and GDPR, we would like to inform you of the purpose for which we are processing the data we have asked you to provide on this application form. Further information is available in our [\[Privacy Notice\]](#) and [\[Data Retention Policy\]](#) which can be found on our [\[website\]](#).

The person responsible for Data Protection in our organisation is [\[name of Data Protection Officer\]](#) and you can contact them with any questions relating to our handling of your data. You can contact them by [\[name, email/contact number\]](#).

The information you have provided on this form will be retained in accordance with our data retention policy.

To read about your individual rights and/or to complain about how we have collected and processed the information you have provided on this form, you can contact our Data Protection Officer. If you are unhappy with how your query has been handled you can contact the Information Commissioners Office via their [website](#).

This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process.

12. Notes

- (a) Under the Criminal Justice & Courts Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept, or do any work in a ‘regulated position’. The position you are applying for is a “regulated position”.
- (b) Canvassing, directly or indirectly, an employee or governor will disqualify the application.
- (c) Candidates recommended for appointment will be required to provide a satisfactory Enhanced DBS certificate and complete a pre-employment medical questionnaire and may be required to undergo a medical examination.

- (d) This organisation is under a duty to protect the public funds it administers, and to this end may use the information you may provide as part of the recruitment process for the prevention and detection of fraud. It may also share this information with statutory bodies responsible for auditing or administering public funds for these purposes.

13. Declaration

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or summary dismissal if I am in the post and possible referral to the police. I understand and accept that the information I have provided may be used in accordance with paragraph 10 above, and in particular that checks may be carried out to verify the contents of my application form.

Signature of applicant:	
Print name:	
Date:	

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Part 3: Equality and Diversity Monitoring

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept confidentially and access is strictly limited in accordance with the General Data Protection Regulation 2018 (GDPR) as outlined in section 13.

Ethnicity	Workforce census code		Please tick
White	WBRI	British English Welsh Northern Irish Scottish	<input type="checkbox"/>
	WIRI	Irish	<input type="checkbox"/>
	WIRT	Traveller of Irish Heritage	<input type="checkbox"/>
	WROM	Gypsy / Roma	<input type="checkbox"/>
	WOTH	Any other White background	<input type="checkbox"/>
Mixed	MWBC	White and Black Caribbean	<input type="checkbox"/>
	MWBA	White and Black African	<input type="checkbox"/>
	MWAS	White and Asian	<input type="checkbox"/>
	MOTH	Any other Mixed background	<input type="checkbox"/>
Asian or Asian British	AIND	Indian	<input type="checkbox"/>
	APKN	Pakistani	<input type="checkbox"/>
	ABAN	Bangladeshi	<input type="checkbox"/>
	CHNE	Chinese	<input type="checkbox"/>
	AOTH	Any other Asian background	<input type="checkbox"/>
Black or Black British	BCRB	Black – Caribbean	<input type="checkbox"/>
	BAFR	Black – African	<input type="checkbox"/>
	BOTH	Any other Black background	<input type="checkbox"/>
Other ethnic group	ARAB	Arab	<input type="checkbox"/>
	CHNE	Chinese	<input type="checkbox"/>
	REFU	Refused/Prefer Not to Say	<input type="checkbox"/>
	OOTH	Any other ethnic group	<input type="checkbox"/>

Sexual orientation	Please tick
Bi-sexual	<input type="checkbox"/>
Gay man	<input type="checkbox"/>
Gay woman	<input type="checkbox"/>
Heterosexual	<input type="checkbox"/>
Other	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Gender	Please tick
Female	<input type="checkbox"/>
Male	<input type="checkbox"/>
Transgender	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Personal relationship	Please tick
Single	<input type="checkbox"/>
Living together	<input type="checkbox"/>
Married	<input type="checkbox"/>
Civil Partnership	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Religion or belief	Please tick
No religion	<input type="checkbox"/>
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	<input type="checkbox"/>
Buddhist	<input type="checkbox"/>
Hindu	<input type="checkbox"/>
Jewish	<input type="checkbox"/>
Muslim	<input type="checkbox"/>
Sikh	<input type="checkbox"/>
Any other religion (Please write in the box)	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Disability	Please tick
Do you consider that you have a disability?	
Yes - Please complete the grid below	<input type="checkbox"/>
No	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>
My disability is:	
Physical Impairment	<input type="checkbox"/>
Sensory Impairment	<input type="checkbox"/>
Mental Health Condition	<input type="checkbox"/>
Learning Disability/ Difficulty	<input type="checkbox"/>
Long-standing illness	<input type="checkbox"/>
Other	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

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EPM Model Code of Conduct for All Adults

Arbury Primary School

Revised by EPM: August 2019, July 2022

Reviewed by the Personnel Committee of the governing body:
June 2021, January 2024

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EPM Model Code of Conduct for All Adults

1. Introduction

- 1.1. The Code sets out the professional standards expected and the duty upon adults to abide by it. All adults have a duty to keep pupils safe, promote their welfare and to protect them from radicalisation (the Prevent Duty), abuse (sexual, physical and emotional), neglect and safeguarding concerns. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrates integrity, maturity and good judgement. Following this Code will help to safeguard adults from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils.
- 1.2. For the purposes of this Code, the term and references to 'adult' means the following: governing body members, all teaching and other employees (whether or not paid or unpaid, employed or self-employed and whether or not employed directly by the School, external contractors providing services to pupils on behalf of the School, teacher trainees and other trainees/apprentices, volunteers and any other individuals who work for or provide services on behalf of or for the School to include but not limited to all those detailed in the single central record (as amended). For the purposes of this Code 'young person/people', 'pupils' and 'child/ren' includes all those for whom the School provides education or other services.
- 1.3. This Code takes account of the most recent versions of the following guidance (statutory and non-statutory):
 - 'Keeping Children Safe in Education' Department of Education ('DfE') (statutory)
 - 'Working Together to Safeguard Children' HM Government (statutory)
 - 'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings' (non-statutory)

This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for adults. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the required professional standards. There will be occasions and circumstances in which adults have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils.
- 1.4. Any behaviour in breach of this Code by employees may result in action under our disciplinary procedure. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Governing Body will take a strict approach to serious breaches of this Code. Some breaches may be considered low-level concerns, which may be dealt with informally or formally under the disciplinary procedure.
- 1.5. Safeguarding and Child Protection Policy

Adults have a duty to act in accordance with the Safeguarding and Child Protection Policy, which is available from the school website, policies section on the school server or staff room safeguarding display and report any safeguarding, child protection, welfare or radicalisation concerns about a pupil to the Designated Safeguarding Lead.
- 1.6. Whistleblowing

Adults must raise concerns they have about the safeguarding or child protection practices by following the Whistleblowing Policy, which is available from the policies section on the school server or staff room safeguarding display. An adult who raises a matter under the whistleblowing policy or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.7. Allegations of Abuse Against Teachers and Other Employees and Volunteers

Where it is alleged that an adult has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

then the governing body will follow the School's Procedure for Dealing with Allegations of Abuse Against Teachers and Other Employees and Volunteers, and the guidance set out in Part Four of Keeping Children Safe in Education DfE which is available from the policies section of the school server or staff room safeguarding display.

1.8. Low-Level Concerns

In accordance with Part Four of Keeping Children Safe in Education, a low-level concern is defined as behaviour towards a child that does not meet the harm threshold, as outlined in 1.7 above, but is a concern that an adult, working in or on behalf of the school, may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the threshold or is otherwise not considered serious enough to consider a referral to the LADO
- Examples of low-level concerns could include, but are not limited to:
 - being over-friendly with children
 - having favourites
 - taking photographs of children on their mobile phone
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door

The governing body is committed to creating and embedding a culture of openness, trust and transparency in which the School's values and expected behaviours, as set out in this policy, are adhered to, monitored and reinforced by all staff. All adults have a duty to report low-level concerns, in addition to concerns that meet the harm threshold, to those with designated safeguarding responsibilities to ensure matters are dealt with promptly and appropriately. The governing body will manage all such concerns in accordance with Part Four of Keeping Children Safe in Education.

In the event that an adult has found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards, the adult should self-refer to those with designated safeguarding responsibilities. The governing body is committed to creating an environment where staff are encouraged and feel confident to self-refer.

2. Expected Professional Standards

- 2.1. All adults, as appropriate to the role and/or job description of the individual, must:
- Place the well-being and learning of pupils at the centre of their professional practice
 - Have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances
 - Treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality
 - Model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people
 - Respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils' education
 - Seek to work in partnership with parents and carers, respecting their views and promoting understanding and cooperation to support the young person's learning and wellbeing in and out of School
 - Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues
 - Ensure that the same professional standards are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- 2.2. Teachers are required to comply with the Teachers' Standards September 1, 2012, in particular, Part 2 Personal and Professional Standards. All adults must be familiar with and act in accordance with the most recent versions of the following documents:
- Part 1 of Keeping Children Safe in Education DfE (statutory)
 - Working Together to Safeguard Children HM Government (statutory)
 - Prevent Duty Guidance HM Government (statutory)
 - 'The Prevent Duty Departmental Advice for Schools and Childcare Providers' DfE
 - 'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings' (non-statutory).
- 2.3. An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies is likely to be subject to disciplinary action.

3. Confidentiality

- 3.1. As data controllers, all Schools are subject to the General Data Protection Regulation (GDPR) and Data Protection Act 2018 ("Data Protection Legislation"). In addition, teachers owe a common law duty of care to safeguard the welfare of their pupils. This duty is acknowledged in the provisions governing disclosure of information about pupils.
- 3.2. Adults may have access to special category personal data about pupils and their families, which must be kept confidential at all times and only shared when legally permissible to do so and in the interests of the child. Records should only be shared with those who have a legitimate professional need to see them. In circumstances where special category personal data needs to be shared, the Data Protection Legislation contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent. In such cases, adults have a duty to pass the information on without delay to those with designated safeguarding responsibilities. See paragraph 18 below.
- 3.3. Confidential or personal information about a pupil or their family must never be disclosed to anyone other than on a need-to-know basis and advice should be sought prior to disclosure to ensure such disclosure is in accordance with the Data Protection Legislation, The Education (Pupil Information) Regulations 2005 (Maintained Schools), and the School's Privacy Notices. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. The information must never be used to intimidate, humiliate, or embarrass the pupil. The information must never be used by anyone for their own or others advantage (including that of partners, friend's relatives or other organisations).
- 3.4. Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the School site other than on security protected School equipment. The information must only be stored for the length of time necessary to discharge the task for which it is required. If a pupil or parent/carers makes a disclosure regarding abuse or neglect, the adult must follow the School's procedures and the guidance as set out in 'Keeping Children Safe in Education' DfE. Confidentiality must not be promised to the pupil or parent/carers, however, reassurance should be given that the information will be treated sensitively.
- 3.5. If an adult is in any doubt about the storage or sharing of information, they must seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries must be passed to senior management.

4. Propriety, Behaviour and Appearance

- 4.1. All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils and the public in general. An adult's behaviour or actions, either in or out of the workplace, must not compromise their position within the work setting, or bring the School into disrepute. Non-exhaustive examples of unacceptable behaviour are contained in our disciplinary procedure/rules.
- 4.2. Adults are required to notify the School immediately of any allegation/s of misconduct that are of a safeguarding nature made against them (or implicating them), by a child or adult in relation to any outside work or interest (whether paid or unpaid) and, of any arrest or criminal charge whether child-related or not. Where employees fail to do so, this will be treated as a serious breach of this Code and dealt with under our disciplinary procedure.
- 4.3. Individuals should not:
- Behave in a manner that would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
 - Make, or encourage others to make sexual remarks to, or about, a pupil
 - Use inappropriate language to or in the presence of pupils
 - Discuss their personal or sexual relationships with or in the presence of pupils
 - Make, or encourage others to make, unprofessional personal comments that scapegoat, demean, discriminate or humiliate, or might be interpreted as such
- Behaving in an unsuitable way towards children may result in disqualification from childcare under the Childcare Act 2006, prohibition from teaching by the Teaching Regulation Agency (TRA), a bar from engaging in regulated activity, or action by another relevant regulatory.
- 4.4. A person's dress and appearance are matters of personal choice, self-expression, religious and cultural customs. However, adults must maintain an appropriate standard of dress and personal appearance at work which promotes a positive and professional image. Clothing and footwear must be safe and clean and take account of health and safety considerations. Adults must ensure they are dressed in ways that are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be religious and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. This also applies to online or virtual teaching. Adults who dress or appear in a manner that may be considered inappropriate could render themselves vulnerable to criticism or, where the adult is an employee, allegations of misconduct that may lead to action under our disciplinary procedure.
- 4.5. Personal property of a sexually-explicit nature or property which might be regarded as promoting radicalisation or otherwise inappropriate such as books, magazines, CDs, DVDs or such material on any electronic media including links to such material must not be brought onto or stored on School premises or on any School equipment.

5. Sexual Contact with Children and Young People and Abuse of Trust

- 5.1. A relationship between an adult and a child or young person is not a relationship between equals; the adult has a position of trust, power or influence. There is potential for exploitation and harm of children or vulnerable young people and all adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Adults must not use their position to gain access to information for their own advantage and/or a pupil's or family's detriment or use their power to intimidate, threaten, coerce, or undermine pupils. Adults must not use their status or position to form or promote relationships with children (whether current pupils or not), that are of a sexual nature, or which may become so.
- 5.2. Adults should maintain appropriate professional boundaries and avoid behaviour that might be misinterpreted by others. They should report any incident with this potential to a senior manager. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.
- 5.3. Any sexual behaviour or activity, by an adult with or towards a child/pupil or young person, is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity.
- 5.4. Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children', Appendix A defines sexual abuse as *"...forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening..."*
- 5.5. Adults must not have sexual relationships with pupils or have any form of communication with a child, which could be interpreted as sexually suggestive or provocative i.e., verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or discuss their own sexual relationships with or in the presence of pupils. Adults should take care that their language or conduct does not give rise to comments or speculations. Attitudes, demeanour and language all require care and thought.
- 5.6. There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person and manipulate that relationship so that sexual abuse can take place. Adults should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

6. Infatuations and Crushes

- 6.1. A child or young person may develop an infatuation with an adult who works with them. An adult, who becomes aware (may receive a report, overhear something, or otherwise notice any sign, no matter how small or seemingly insignificant) that a pupil has become or maybe becoming infatuated with them or a colleague, must report this without delay to the Headteacher or the most senior manager, so that appropriate action can be taken to avoid any hurt, distress, or embarrassment. The situation will be taken seriously, and the adult should be careful to ensure that no encouragement of any kind is given to the pupil. It should also be recognised that careless and insensitive reactions may provoke false accusations.
- 6.2. Examples of situations that must be reported are given below:
- Where an adult is concerned that they might be developing a relationship with a pupil which could have the potential to represent an abuse of trust
 - Where an adult is concerned that a pupil is becoming attracted to them or that there is a developing attachment or dependency
 - Where an adult is concerned that actions or words have been misunderstood or misconstrued by a pupil such that an abuse of trust might be wrongly suspected by others
 - Where an adult is concerned about the apparent development of a relationship by another adult or receives information about such a relationship

7. Gifts, Rewards, Favouritism and Exclusion

- 7.1. It is against the law for public servants to take bribes. Adults need to take care that they do not accept any gift that might be construed by others as a bribe or lead the giver to expect preferential treatment. There are occasions when pupils or parents/carers wish to pass small tokens of appreciation to adults e.g., at Christmas or as a thank you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.
- 7.2. Personal gifts must not be given to pupils or their families/carers. This could be misinterpreted as a gesture either to bribe or groom. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the School's behaviour or rewards policy, recorded, and not based on favouritism.
- 7.3. Care should be taken when selecting children for specific activities, jobs, privileges and when pupils are excluded from an activity in order to avoid perceptions of favouritism or injustice. Methods of selection and exclusion should be subject to clear, fair, and agreed criteria.

8. Social Contact and Social Networking

- 8.1. Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, tablets, text messages, emails, instant messages, websites, social media such as Facebook, Twitter, Instagram, chatrooms, forums, blogs, apps such as WhatsApp, gaming sites, digital cameras, videos, webcams, and other handheld devices. Adults should not share any personal information with pupils, and they should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. They should ensure that all communications are transparent and avoid any communication that could be interpreted as 'grooming behaviour'.
- 8.2. Adults must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to pupils unless the need to do so is agreed upon in writing with senior management. If, for example, a pupil attempts to locate an adult's personal contact details and attempts to contact or correspond with them, the adult should not respond and must report the matter to their manager.
- 8.3. It is recommended that adults ensure that all possible privacy settings are activated to prevent pupils from making contact on personal profiles and to prevent pupils from accessing photo albums or other personal information which may appear on social networking sites.
- 8.4. Adults are personally responsible for what they communicate on social media and must bear in mind that what is published might be read by us, pupils, parents and carers, the general public, future employers and friends and family for a long time. Adults must ensure that their online profiles are consistent with the professional image expected by us and must not post material that damages the reputation of the School, or which causes concern about their suitability to work with children and young people. Those who post material that may be considered inappropriate could render themselves vulnerable to criticism or, in the case of an employee, allegations of misconduct that may be dealt with under the disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of the School, such comments are inappropriate.
- 8.5. Adults are advised not to have any online friendships with any young people under the age of 18 unless they are family members or close family friends. Adults are advised not to have online friendships with parents or carers of pupils or members of the Governing Body/Trustees. Where such online friendships exist, adults must ensure appropriate professional boundaries are maintained.
- 8.6. It is acknowledged that adults may have genuine friendships and social contact with parents or carers of pupils, independent of the professional relationship. Adults should, however:
 - Inform senior management of any relationship with a parent/carer where this extends beyond the usual parent/carer/professional relationship
 - Advise senior management of any regular social contact they have with a pupil or parent/carer, which could give rise to concern
 - Inform senior management of any requests or arrangements where parents/carers wish to use their services outside of the workplace e.g., babysitting, tutoring
 - Always approve any planned social contact with pupils or parents/carers with senior colleagues, for example, when it is part of a reward scheme
 - If a parent/carer seeks to establish social contact, or if this occurs coincidentally, the adult should exercise their professional judgment and should ensure that all communications are transparent and open to scrutiny.

- 8.7. Some employees may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the employee or seeks support outside of their professional role this should be discussed with senior management and, where necessary, referrals made to the appropriate support agency.

9. Physical Contact, Personal Privacy and Personal Care

- 9.1. There are occasions when it is entirely appropriate and proper for employees to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture, and background. Employees must use their professional judgement at all times. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil.
- 9.2. Physical contact should never be secretive, casual, or for the gratification of the adult, or represent a misuse of authority. Adults should never touch a pupil in a way that may be considered indecent. If an adult believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to the headteacher and recorded in the School's incident book, and, if appropriate, a copy placed on the pupil's file.
- 9.3. Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open School policy and subject to review. Where feasible, employees should seek the pupil's permission before initiating contact. Adults should listen, observe, and take note of the pupil's reaction or feelings and so far, as is possible, use a level of contact which is acceptable to the pupil for the minimum time necessary.
- 9.4. There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Adults should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Adults should always tell a colleague when and how they offered comfort to a distressed pupil.
- 9.5. Where an adult has a particular concern about the need to provide this type of care and reassurance, they should seek further advice from a senior manager.
- 9.6. Some employees, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in a safe and open environment. Adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.
- 9.7. All parties should clearly understand from the outset what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers informed of the extent and nature of any physical contact may also prevent allegations of misconduct from arising. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent/carers.
- 9.8. Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health

and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment. Adults who are required as part of their role to attend changing rooms should announce their intention of entering any pupil changing rooms and only remain in the room where the pupil/s needs require this.

- 9.9. Employees with a job description that includes intimate care duties will have appropriate training and written guidance including a written care plan for any pupil who could be expected to require intimate care. Staff should adhere to the school's intimate and personal care policy. No other adult should be involved in intimate care duties except in an emergency and any changes to the intimate care plan should be made in writing and without delay, even if the change in arrangements is temporary. A signed record should be kept of all intimate and personal care tasks undertaken and, where these have been carried out in another room, include times left and returned. Employees should not assist with personal or intimate care tasks that the pupil is able to undertake independently.

10. Behaviour Management and Physical Intervention

- 10.1. All pupils have a right to be treated with respect and dignity. Adults must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Deliberately intimidating pupils by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of our Behaviour Management Policy.
- 10.2. Staff should understand the importance of challenging inappropriate behaviours between peers, including peer on peer sexual violence and sexual harassment. Downplaying certain behaviours (e.g., dismissing sexual harassment as "just banter") can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Where pupils display difficult or challenging behaviour, adults should follow the School's or setting's behaviour and discipline policy using strategies appropriate to the circumstance and situation.
- 10.3. Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See 'Use of reasonable force - advice for Head Teachers, Staff and Governing Bodies'. Adults may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and maintaining good order and discipline. Adults should have regard for the health and safety of themselves and others. It is always unlawful to use force as a punishment. The use of unwarranted physical force is likely to constitute a criminal offence.
- 10.4. Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including a risk assessment, should be put in place and agreed upon by all parties. Where it is judged that a pupil's behaviour presents a serious risk to themselves or others, a robust risk assessment that is regularly reviewed and a physical intervention plan, where relevant, must be put in place. All incidents and subsequent actions should be recorded and reported to a manager and the pupil's parents/carers. Where it can be anticipated that physical intervention is likely to be required, a plan should be put in place that the pupil and parents/carers are aware of and have agreed to. Parental consent does not permit the use of unlawful physical intervention or deprive a pupil of their liberty. The School has separate policies on Behaviour Management and the Use of Physical Intervention.

11. First Aid and Medication

- 11.1. The School has a separate policy on supporting pupils with a medical condition. Employees should have regard to the statutory guidance 'Supporting pupils at School with medical

conditions' DfE December 2015, which includes advice on managing medicines. All settings must have an adequate number of qualified first aiders/appointed persons. Employees must have had the appropriate training and achieved the necessary level of competency before administering first aid or medication or taking on the responsibility to support pupils with medical conditions. If an adult is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead.

- 11.2. Adults taking medication that may affect their ability to care for children should seek medical advice regarding their suitability to do so and should not work with pupils whilst taking medication unless medical advice confirms that they are able to do so. Adult medication on the premises must be securely stored out of the reach of children.

12. One to One Situations and Meetings with Pupils

- 12.1. One to one situations have the potential to make children/young person's more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Adults must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both adults and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each adult and pupil, which should be reviewed regularly. Where such a meeting is demonstrably unavoidable, it is advisable to avoid remote or secluded areas and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Where staff are expected to work on one to one with a pupil on a virtual platform, clear expectations should be set out for all those involved that are reflective of the settings safeguarding policies and procedures. Any arrangements should be reviewed on a regular basis.
- 12.2. Pre-arranged meetings with pupils away from the premises or on the School site when the School is not in session are not permitted unless written approval is obtained from their parent/carer and the Headteacher or another senior colleague with delegated authority.
- 12.3. No pupil should be in or invited into, the home of an adult who works with them unless they are family members or close family friends, in which case adults are advised to notify their line manager. Pupils must not be asked to assist adults with jobs or tasks at or in their private accommodation or for their personal benefit.
- 12.4. There are occasions during exam periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, exam boards may allow candidates to take an exam the following morning, including Saturdays. The examination board requires the centre to determine a method of supervision on journeys to and from the centre and overnight, which ensures the candidate's wellbeing. This supervision may be undertaken by a parent/carer or, employees may be asked to volunteer to supervise pupils, which may with prior approval be in their own home.
- 12.5. Other than in an emergency, an adult must not enter a pupil's home if the parent/carer is absent. Always make detailed records including times of arrival and departure and ensure any behaviour or situation that gives rise to concern is discussed with a senior manager/Headteacher. A risk assessment should be undertaken, and appropriate risk management measures put in place prior to any planned home visit taking place. In the unlikely event that little or no information is available, home visits should not be made alone.

13. Transporting Pupils

- 13.1. In certain situations, e.g., out of school activities, adults may agree to transport pupils. Transport arrangements should be made in advance by a designated employee who will be responsible for planning and overseeing all transport arrangements and responding to any concerns that

may arise. Wherever possible and practicable, transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

- 13.2. Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. The driver should be aware of the current legislation concerning the use of car seats for younger children where applicable. It is illegal to drive using hand-held phones or similar devices and the driver must ensure that they adhere to all driving regulations.
- 13.3. It is inappropriate for adults to offer lifts to a pupil, unless the need has been agreed with a manager and, if this falls outside their normal working duties, has been agreed with parents/carers.
- 13.4. There may be occasions where a pupil requires transport in an emergency situation or where not to give a lift may place a pupil at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

14. Educational Visits and School Clubs

- 14.1. Adults should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Adults remain in a position of trust and the same standards of conduct apply. Please refer to the School's policy on educational visits and the Health and Safety policy.

15. Curriculum

- 15.1. Some areas of the curriculum can include or raise a subject matter which is sexually explicit, of a political, cultural, religious or otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.
- 15.2. The curriculum can sometimes include or lead to an unplanned discussion about the subject matter of a sexually explicit, political, cultural, religious or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and adults must take guidance in these circumstances from the Designated Safeguarding Lead. Adults must not enter into or encourage inappropriate discussion about sexual, political or religious activity or behaviour or, discussions that may offend or harm others. Adults should take care to protect children from the risk of radicalisation and should act in accordance with the advice given under Part 1 of Keeping Children Safe in Education DfE and accordingly must not express any prejudicial views or attempt to influence or impose their personal values, attitudes or beliefs on pupils.
- 15.3. Please refer to the School's policy on sex and relationships education (SRE) and, the policy on spiritual, moral, social and cultural development (SMSC), which promotes fundamental British values. Care should be taken to comply with these policies and ensure they are consistently applied.

16. Photography, Videos and other Creative Arts

- 16.1. Please refer to the School's guidance on e-safety, the use of images and the consent forms therein. Adults should have regard to the ICO CCTV code of practice and the guidance 'Taking Photographs in Schools'.
- 16.2. Many educational activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for displays, publicity, to celebrate achievement or, to provide evidence of the activity. An image of a child is personal data, and it is, therefore, a requirement under Data Protection Legislation that explicit consent is obtained from the parent/carer of a child before any images are made such as those used for School websites, notice boards, productions or other purposes, unless an alternative legal justification for processing this data is applicable.
- 16.3. Adults need to be aware of the potential for such images to be taken and/or misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.
- 16.4. Adults should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photographs taken.
- 16.5. Adults should only use equipment provided or authorised by the School to make/take images and should not use personal equipment, mobile telephones or any other similar devices to make/take images.
- 16.6. The following guidance should be followed:
 - If a photograph is used, avoid naming the pupil
 - If the pupil is named, avoid using the photograph
 - Photographs/images must be securely stored and used only by those authorised to do so
 - Be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded
 - Only retain images when there is a clear and agreed purpose for doing so
 - Ensure that a senior colleague is aware that the photography/image equipment is being used and for what purpose
 - Ensure that all photographs/images are available for scrutiny in order to screen for acceptability
 - Be able to justify the photographs/images made
 - Do not take images of pupils for personal use
 - Only take images where the pupil consents to this
 - Do not take photographs in one-to-one situations
 - Do not display or distribute photographs/images of pupils unless there is consent to do so from the parent/carer
 - Only publish images of pupils where they and their parent/carer have given explicit written consent to do so
 - Do not take images of pupils in a state of undress or semi-undress
 - Do not take images of pupils which could be considered indecent or sexual

- Do not take images of a child's injury, bruising or similar (e.g., following disclosure of abuse) even if requested by children's social care
- Do not make audio recordings of a child's disclosure

17. Use of technology for online/virtual teaching

- 17.1. Staff should use school devices and contact pupils only via the pupil school email address/login. This ensures that the School's filtering and monitoring software is enabled.
- 17.2. In deciding whether to provide virtual or online learning for pupils, senior leaders will take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons will be timetabled and senior staff, DSL and/or heads of department will be able to drop into any virtual lesson at any time – the online version of entering a classroom.
- 17.3. Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:
 - 17.3.1. think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be nondescript
 - 17.3.2. staff and pupils should be in living / communal areas – no bedrooms
 - 17.3.3. staff and pupils should be appropriately dressed
 - 17.3.4. filters at a child's home may be set at a threshold which is different to the School
 - 17.3.5. resources/videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content
- 17.4. It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and/or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. Staff will adhere to the School's policy on recording of online lessons. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately.
- 17.5. If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil/parent is not able to identify the staff member's personal contact details.

18. Unacceptable Use of ICT Facilities and Monitoring

- 18.1. This section should be read in conjunction with the School's Acceptable Use of ICT Policy. Posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result (where the adult is employed) in summary dismissal (this list is not exhaustive):
- Pseudo-images of children (child abuse images), pornographic or sexually suggestive material or images of children or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films and video clips of a sexually explicit or arousing nature)
 - Any other type of offensive, obscene or discriminatory material, criminal material or material which is liable to cause distress or embarrassment to the School or others
- 18.2. If indecent images of children are discovered at the premises or on the School's equipment/devices, an immediate referral should be made to the School's designated Safeguarding Lead and Headteacher (unless they are implicated) and the external Designated Officer (DO) and, if relevant, the police contacted. The images/equipment should be secured, should not be used by others and should be isolated from the network. There should be no attempt to view, tamper with or delete the images as this could jeopardise any necessary criminal investigation. If the images are of children are known to the School, a referral should also be made to children's social care in accordance with local arrangements.
- 18.3. The contents of our ICT resources and communications systems are our property. Therefore, adults should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on our electronic information and communications systems. We reserve the right to monitor, intercept and review, without prior notification or authorisation from adults. Usage of our IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities are monitored to ensure that our rules are being complied with and for the following purposes:
- To monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code
 - To assist in the investigation of alleged wrongful acts
 - To comply with any legal obligation
- 18.4. Personal data will be stored in accordance with the School's Privacy Notices. We may store copies of data or communications for a period of time after they are created and may delete such copies from time to time without notice. If necessary, information may be handed to the police in connection with a criminal investigation.
- 18.5. A CCTV system monitors the School 24 hours a day with video displayed in the main school office and headteacher's office. This data is only recorded outside the normal opening hours (Mon to Fri, 7am until 6.00pm.)
- 18.6. Cyberbullying can be experienced by adults as well as pupils. Adults should notify the headteacher if they are subject to cyber-bullying. The School will endeavour to protect adults and stop any inappropriate conduct.

19. Reporting Concerns and Recording Incidents

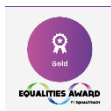
- 19.1. All adults must report concerns and incidents in accordance with the guidance set out in Keeping Children Safe in Education DfE and the Managing Allegations of Abuse Against Staff and Volunteers Policy. In the event of an allegation being made, or an incident being witnessed, the relevant information should be immediately recorded and reported to the Headteacher, Senior Manager or Designated Safeguarding Lead, as appropriate. If any concerns are raised via a third party, the Headteacher, Senior Manager or Designated Safeguarding Lead should collect as much evidence as possible. Where low-level concerns are raised the Headteacher, Senior Manager or Designated Safeguarding Lead should speak to the individual involved and any witnesses and consider the matter under the Disciplinary Procedure which may result in informal or formal action. An employee who fails to bring a matter of concern to the attention of senior management and/or the relevant agencies will be subject to disciplinary action.
- 19.2. In addition to behaviours outlined elsewhere in this Code and, the types of abuse and neglect set out in Keeping Children Safe in Education DfE, the following is a non-exhaustive list of some further behaviours which would be a cause for concern:

An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way that is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses their position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils
- Seems to seek out unnecessary opportunities to be alone with a pupil

20. Monitoring and Review

- 20.1. The Headteacher is responsible for monitoring the implementation, use and effectiveness of this policy and will report on these matters annually or more frequently if necessary.
- 20.2. This policy will be reviewed by the Personnel Committee as necessary.



We're working
towards Artsmark
Awarded by Arts
Council England



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Email: office@arbury.cambs.sch.uk
Website: www.arbury.cambs.sch.uk

Headteacher: Ben Tull
Chair of Governors: David Maher

Dear Parents/Carers,

This booklet is for the parents and carers of all children at this school and for the families of children who will join the school soon. We hope that it will give you some idea of the day to day running of our school. We look forward to getting to know you and your child.

We welcome you into school, and value the advice and experience you can bring to help us in educating your child.

The education of young children needs to be shared in a partnership between home and school. This is your school, and with your help and support we can give your child the understanding, care and sense of purpose that we feel is necessary to develop their full potential.

If you have any questions at all, please do not hesitate to come in and see us about them.

Yours sincerely

Ben Tull
Headteacher

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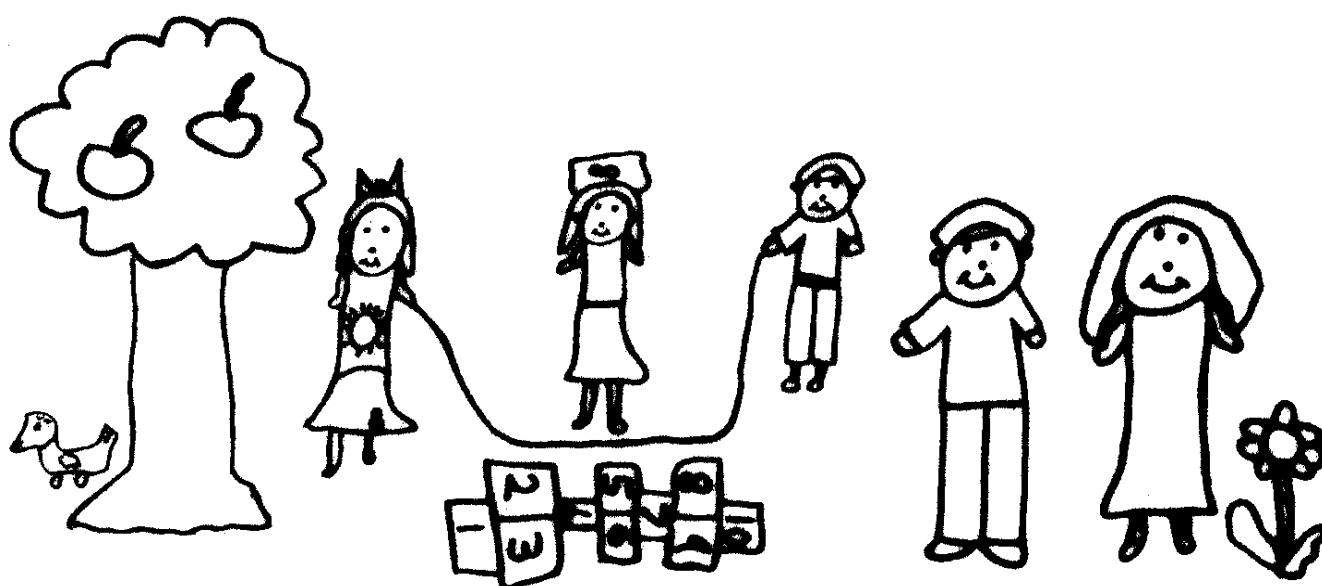
About the School

Arbury Primary School has a strong reputation in the community and has been full in many year groups for a number of years.

Opened in January 1956, Arbury Primary School caters for children between the ages of 4 and 11 years. Our older building means that we have plenty of space both indoors and outside. The main building has two well-equipped halls and a separate dining area. One of our halls is set up for sport and the other for drama productions with a stage, lighting and sound. There are 15 classrooms in the main building, one of which has been converted into an ICT suite.

The outdoor space is exceptionally good, consisting of two playgrounds and a very large playing field offering children enormous scope for outdoor play and games activities. Our outdoor space includes two forest school areas, a pond, a campfire pit, many mature trees and vegetable beds.

The school has been graded as either 'Good' or 'Outstanding' by Ofsted for the 18 years that the current headteacher has run the school. Our latest report, published in September 2023, is another positive report reflecting the 'special ethos' of our happy school. We are all very proud of this achievement and continue to work to find further ways to increase the opportunities for children who attend our school whilst ensuring that the needs and wellbeing of our children remain at the forefront.



School Governors

The Governing Body works closely with the Headteacher in the management of the school. It meets regularly once each half term with additional sub-committee meetings to discuss matters such as financial management, curriculum issues, maintenance of the building and personnel. The minutes of meetings and other documents are available to all parents/carers. Please enquire at the school office. The Governors are always happy to talk with parents/carers about any matters relating to school and their children. A governor photo board is displayed in the main entrance to the school and there is a governors' tab on the school website.

School Aims

"In Arbury School we will all enjoy learning in an environment that is secure and stimulating. We will expect the highest standards from our staff and children. All our achievements will be valued and celebrated".

TEACHING AND LEARNING

- Our teachers work hard to ensure children achieve the highest standards
- Teaching and learning will be carefully planned and fun
- We want our children to be confident and able people

RELATIONSHIPS

- We will teach good behaviour by example and by following the Golden Rules
- We will respect each other and show pride in the school
- We will work in partnership with parents/carers

INSIDE

- We will look after our facilities carefully
- We will display work we are proud of
- We will be aware of when and how others are working

OUTSIDE

- We will enjoy our excellent outdoor spaces and use them safely
- We will take care of the trees and wildlife that share them

Golden Rules

Our golden rules make our expectations clear for everybody and help to make the school a happy place for everyone. Staff, governors and children wrote them.

- Be polite to everyone
- Move quietly and carefully around the school
- Only call people by their given name
- Be honest and truthful; do not lie or cheat
- Do be a good friend
- Do co-operate; share with everybody you can
- Follow instructions; never disobey
- Be kind with your words and actions

Arbury Primary School has a commitment to equality in respect of disability, ethnicity, culture, national origin, national status, gender, gender identity, religion, faith background or sexual identity.

Please enquire at the school office for a full copy of our equality policy.

What We Teach

We aim to provide a broad and balanced curriculum at Arbury Primary School. The curriculum operates within the framework of our policy of offering Equal Opportunities to all pupils.

English, Mathematics, Computing, Science and Physical Education are the core of the School's curriculum, and great emphasis is placed on teaching the basic skills of reading, writing, speaking and using Mathematics. We believe that children can nearly always take part in a PE lesson in some capacity if they are able to attend school. Our policy is that children will take part in PE lessons unless a doctor's note advises in writing against it.

Other National Curriculum subjects are Design and Technology, Music, Geography, History, Art, PSHE and Languages in KS2. Religious Education follows the County's Agreed Syllabus.

A carefully planned and well-organised curriculum offers opportunities for children to study aspects of National Curriculum subjects in a way that is interesting, appropriate and allows for practical activities. The School is committed to looking for opportunities to teach areas of the National Curriculum through cross-curricular themes and developing computing and the use of technology throughout the school. We are proud to offer 3 trips per year to all our children.



Website

Please use our website as a source of information about what's going on at school. You can find a school calendar of events, information about the curriculum and also have a look at 'News and Events' for a flavour of life at Arbury Primary School.

Expressive Arts

Expressive Arts forms a big part of school life. This has been acknowledged in our renewal of the Artsmark Gold Award in 2012 and currently. Our teachers ensure that there are always plenty of opportunities for our children.



Every child is involved in a large production each year using our school stage.

Teachers' planning, preparation and assessment time (PPA) has been used to increase the opportunities for Expressive Arts teaching. All children in KS2 are involved in weekly music and drama lessons. These sessions combines the music curriculum with drama activities. All children are taught to play a musical instrument.

There is no cost to parents/carers for this music tuition or instrument loan.



Equality

We are very proud of our commitment to challenging prejudice and promoting equality. We are committed to upholding the universal values of mutual respect, acceptance and the celebration of difference. We currently hold the National Equality Gold Award and the Rainbow Flag Award. We celebrate the wonderful diversity of our school through regular events including 'Be the Rainbow' for LGBT history month and 'Show Racism the Red Card' for Black History Month.

Religious Education

Religious Education in the school follows the County's Agreed Syllabus. This reflects the multicultural society we live in. We hope that parents/carers will not wish to withdraw their children from religious education in the school as we seek to promote an understanding of the range of beliefs and cultures our school represents.

Please visit the school website to download the latest agreed syllabus.

Looking After Your Children

We believe that the school is a community that can only flourish happily and effectively in an atmosphere of mutual respect and consideration for others. The atmosphere in the school is therefore calm, friendly and purposeful.

Every member of staff will do everything possible to understand and help children to be happy and safe because we understand that happy children take the most from their learning.



How the School is Organised

The school is organised into 14 classes. There are two classes in each year group. The school is generally full in nearly all year groups with two classes of 30.

Positive Behaviour Policy

Our Positive Behaviour Policy is a whole school policy which has been developed as a result of discussions between staff, governors, parents/carers and children. It details our supportive, caring approach which operates within a well-structured and consistent framework. Our policy is based firmly on the idea of promoting good behaviour and we use rewards and praise to do this. However, the policy also recognises that there is a need for sanctions and we have clearly laid down what we feel is unacceptable behaviour.

Each class operates 'Golden Time' which takes place for 30 mins on a Friday. During this time, the children have access to Golden Time activities and resources. These resources are not used at any other time of the week; they are reserved purely for Golden Time. Lost Golden Time is not recoverable, but no child can lose all their Golden Time otherwise they lose the incentive to try and keep it.

Positive Behaviour Certificates are awarded for consistently good, reliable behaviour and attendance and are given out in assemblies on Friday mornings.

We regularly discuss and reinforce our Positive Behaviour Policy with the children and rely on your support in its implementation. We are, above all, concerned to maintain a school where there is a high standard of discipline and behaviour, and where the children feel safe, secure and happy.

Please enquire at the school office for a full copy of our positive behaviour policy.

Anti-Bullying Policy

At Arbury School, we will not tolerate bullying. We define bullying as: 'repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' For example; persistent name-calling, harassment, threatening, physical violence, lying-in wait or verbal violence.

Arbury Primary School has a commitment to equality in respect of disability, ethnicity, culture, national origin, national status, gender, gender identity, religion, faith background or sexual identity. We do not tolerate bullying in any form. To ensure we create an inclusive environment we teach children to value and respect others. We are proud that our children and the school community welcome all newcomers and treat each other with kindness and respect.

We aim to prevent bullying, support victims, deal effectively with bullying when it occurs, continue to build upon our existing Positive Behaviour Policy and support the ethos of the School.

Please enquire at the school office for a full copy of our anti-bullying policy.

Positive Handling

Arbury Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with any incidents involving aggressive behaviour, and only use physical intervention as a last resort in line with DfE and local authority advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff.

Health and Safety

We regularly review our health and safety policy and procedures in school in order to promote the highest standards. This includes looking at records of common accidents in order to continue to reduce the risks within the school.

The local authority has issued guidance to all schools on Health and Safety issues relating to the wearing of jewellery and advises that, for safety and hygiene reasons, earrings and other jewellery (metal or plastic) must not be worn during any sporting activities (P.E. lessons, swimming etc.).

In view of this advice, we ask you to ensure that your child(ren) do not wear jewellery to school at any time. We are aware that a large number of pupils have their ears pierced, and providing earrings are removed before sporting activities, we are prepared to accept ear studs in school. We advise parents/carers to remove earrings on PE days as adults in school will not be allowed to remove earrings on behalf of children or take responsibility for the safe keeping of earrings once removed. We also hope that any new ear piercing is scheduled for the summer holiday as doing this in term time may result in children missing out on many sporting activities and clubs.

Arrangements for the Youngest Children

In the summer term we invite preschool children and their parents/carers, who are expecting to join the school in September, to come into school. We run 'Stay and Play' sessions for children to attend to give them a chance to play in the Reception area and meet the staff. During this time, we also arrange an evening meeting for parents/carers of new Reception children to discuss in more detail their children's school day and the activities they will be involved in. In addition, we also aim to visit children to observe them in their nursery settings.

We have found that a short, staggered admission system gives children the best chance of making a positive start. We understand that some parents/carers will need a full time place from the first day of term due to other commitments. If this is the case, please don't let this be a source of worry, just let us know so we can plan ahead.

The School Day

School **opens at 8.50am** ready to register the children at 8.55am and **finishes at 3.25pm**. It is very important that children arrive at school on time. Children may arrive at school from 8.45 am in the morning and many children enjoy playing with friends during this time. Children and their families may also stay for a little while after school finishes to play with friends. All Reception and Key Stage 1 children should be brought to school and collected by an adult.

Key Stage 1 children have 25 hours of teaching each week. Key Stage 2 children have 25 hours and 25 minutes teaching each week.

The playgrounds are opened at 8.45am and children can wait on the playground until 8.50am at which time the doors open and children are welcomed into school. Senior staff are always on duty on the playgrounds before and after school. After 8.55am, parents/carers should take children to the main office as the electronic registers will have been started and we have to ensure that we accurately record who is on site.

At the end of the day, Key Stage 1 teachers will hand children over directly to parents and carers from the external doors to the Key Stage 1 playground and Key Stage 2 teachers will bring out the children into KS2 playground. Teachers will keep children until an adult collects them unless they are in KS2 with permission to walk home by themselves. It is therefore important that children are collected promptly. Written consent is needed for adults other than parents/carers to collect children under 5.

We do understand that there will occasionally be **exceptional** circumstances when parents/carers are delayed. Any children uncollected by 3.35pm or 10 minutes after extra-curricular clubs are brought to the main reception area until they are collected. A member of staff will mark children's names into the late collection book.

The school does run a breakfast club from 8.00 am in the morning. The breakfast club is subsidised by the school. The school also runs an afterschool club where children can stay until 5.30pm.

Please enquire at the school office for a full copy of our collection policy.

Attendance and Leave of Absence

We hope that your child's attendance will be as good as possible but acknowledge that there are times when children will be off school due to sickness. Please contact the school office and leave a message on the answer phone as soon as you can. We encourage good attendance in a number of ways, including rewarding children with certificates, awarding classes our attendance bear, maintaining regular contact with the Education Welfare Officer and writing to parents/carers when we are concerned about attendance.

We hope you will use the term dates when you plan your family breaks. We are no longer able to authorise holidays during term time. Absence from school can only be authorised in 'exceptional circumstances' and where attendance is at least 96%. Requests for leave of absence forms are available from the school office.

Please enquire at the school office for a copy of our attendance policy.

Complaints Procedure

It is very unusual for there to be any complaints about the school's curriculum. However, under the provisions of the 1988 Education Reform Act, schools are required to inform parents/carers of the procedure for dealing with complaints about the curriculum. These are as follows:

- 1) Informal Stage (discussions between parent/carer and teacher or headteacher.)
- 2) Formal complaint to the Headteacher
- 3) Formal complaint to the Chair of Governors
- 4) Formal complaint to a panel of the Governing Body

It is clearly in the interests of everyone involved that any concerns about a child's progress are voiced at an early stage. Discussion with the class teacher will usually sort out any problems. If this fails then the headteacher will become involved and act to remedy any issues.

Our complaints procedure can be accessed from the school website under the 'Information for Parents and Carers' tab.

Access to the Headteacher and Assistant Headteachers

We are always happy to see parents/carers when we are available. For quick visits, first thing in the morning or at the end of the school day is most appropriate. If you wish for a longer meeting, please telephone or email to make an appointment. Senior staff are available daily before school and after school on the KS1 and KS2 playgrounds to welcome in children and talk to parents and carers.



Cycles

We encourage children to cycle to school provided their bicycle is in a roadworthy condition. Bicycles may be left in one of our bike shelters at the owner's risk and should be secured with a padlock. For safety, we ask that children and adults dismount their cycles before entering the school site.

Health Matters

If your child has an accident or becomes ill at school, we may need to contact you quickly. Please make sure that the school has up to date information about how you can be contacted.

We do not have a nurse on site, but many of our staff members are trained to deliver first aid. Open wounds will be cleaned with water and covered. It is therefore very important that parents/carers take responsibility for changing the dressing and applying antiseptic if needed. If we think that injuries require further medical attention sooner than the end of the school day, we will contact parents/carers. Parents/carers will receive written notification of injuries above the shoulder.

If your child needs to take medicine during the day it is important that you hand the medicine in at the main office and fill in the form requesting the school to administer the medicine. Medicines must be clearly labelled and prescribed to the named child.

If you have any worries about your child's health we can ask for an appointment with a community nurse. In addition, if you are at all worried about your child's hearing or speech we can make a referral to start a process of hearing and speech checks.

Headlice

This is a subject which causes much anxiety in a family, but it is a fact that headlice are a very common problem. Headlice have become resistant to certain shampoos and lotions that you can get from the chemist, and in order to stop this happening to the rest, the effective lotions are rotated.

If you suspect that your child has headlice, please contact your pharmacist who will tell you which is the current effective lotion.

Dealing with Headlice

1. Check your child's hair once a week by washing hair and combing it through while wet with a detector comb.
2. If a live louse is found then treatment with a recommended lotion (not shampoo) should begin. You should only ever treat someone for headlice if you have found a living, moving louse.
3. The rest of the family should be checked at this time and treatment should begin on any other family member who also has headlice. Do not use treatment unless a living, moving louse is found.
4. Treatment should always be repeated seven days later (follow the instructions given with the lotion).

Child Protection

It may be helpful to know that the Local Education Authority requires Headteachers to report any obvious or suspected case of child abuse - which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Headteachers risk upsetting some parents/carers by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents/carers, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, would accept that the Headteacher was acting in what were believed to be the child's best interests.

Please enquire at the school office for a full copy of our child protection policy.

School Uniform

Although school uniform is not compulsory in Primary Schools, parents/carers at Arbury Primary School have indicated their appreciation of the practical advantages of clear guidelines on the subject of school clothing. Children are expected to come to school in sensible clothing and footwear. Shoes with high heels or flip-flops are not suitable for school.

Our school uniform is based on the colours navy and yellow. Children are not allowed to wear football strips to school other than for P.E. A bag with the child's name on should be provided for these items.

The following items of clothing are recommended:

- trousers, tracksuit trousers, shorts, jeans, skirts, pinafore dresses
- shirt, T-shirt, polo shirt, sweatshirt, jumper

Please ensure that clothing provides enough protection for the range of activities that will be part of classroom learning and outside playtimes. Clothing should cover shoulders, tummies and the tops of legs.

We display examples of the current stock of school uniform, book bags and water bottles in the main reception area for you to have a look at. Parents/carers can order uniform from the school website and choose for delivery to school or directly to the home. We also offer a range of free second hand uniform at events such as the half termly teas held after school.

Jewellery is not permitted to be worn in school other than stud earrings, which cannot be worn for sporting activities. We advise parents/carers to remove earrings on PE days as staff will not be allowed to remove children's earrings or take responsibility for their safe keeping once removed.

Any items of clothing found lying around the school are placed in a lost property basket. In KS1, lost property is kept in the KS1 corridor. In KS2, lost property is kept by the entrance door. We manage the lost property by sorting through items on a regular basis. We return named items to children, display lost property at the end of the day for parent/carers to reclaim and eventually donate unclaimed items to charity. We will notify parents and carers when items are to be displayed at the end of the day so that they have a chance to reclaim them before we donate them to charity.

Valuables Including Mobile Phones

Please do not let your child bring valuables to school. They may get lost or damaged.

Children are not encouraged to bring mobile phones to school; they are best left at home. If any mobile phones are brought to school, we ask that they are clearly labelled, switched off, are handed in at reception at the beginning of the day and collected at the end of the day. The school as a whole and individual members of staff are not responsible for any losses or damage to clothing or other possessions.

Healthy Eating

Children are encouraged to eat healthily. In KS1, all children will be given a daily piece of fruit. In addition, we provide a water bottle free of charge to all children new to the school. Classroom water bottles are not for fizzy drinks or juices. All the taps in the classrooms can be used to refill the bottles. Children are not allowed to bring sweets or chocolate bars to school. Please also avoid sending in concentrated fruit snacks. Fresh fruit and vegetables make an ideal morning snack.

School Meals

School meals are cooked on the premises and are currently provided by Lunchtime Company.

Parent and carers should pay for school meals through 'Schoolgateway' as the school operates a cashless system. Parents and carers may log into their Schoolgateway account to check balances and top it up as needed. Families can order a hot dinner on a daily basis and do not need to book in advance. Children who bring a packed lunch should bring it in a plastic container, lunchbox or lunch bag (not a plastic bag) with their name and class clearly marked.

All children in Reception, Year 1 and Year 2 are entitled to receive a free school dinner until they enter KS2. You may find you qualify for meals in KS2 also. Our School Office can advise parents/carers about accessing a free school meal in KS2 and assist them with completing the paperwork.

Children who stay at school at lunchtime are looked after by teaching assistants, both in the dining hall and in the playground. Class teachers are not on duty during the lunchtime although senior managers ensure lunchtimes run smoothly.



Finding out about your child

If you wish to discuss your child or anything to do with their education, then please come into school and share your concern with us. Usually a chat will sort things out. Teachers are available by appointment. Quick messages can be given by email to the main office or face to face after school.

During the year there is a meeting for parents/carers each term. These consultation meetings are to give you the opportunity to visit the school and see your child's work and to discuss his/her progress with the teacher. The school regularly invites parents/carers to open classrooms for half an hour at the end of the day.

Home Learning

We define '*home learning*' as any work or activities which children are asked to do outside lesson time, either on their own or with parents/carers. It is the policy of the school to build the partnership between home and school in a variety of ways. One way is by asking parents/carers to become involved with learning at home.

Reading - We encourage parents/carers to read with their child on a daily basis and make an entry in their children's reading diary. KS1 children are asked to read 5 times a week.

Spelling - Parents/carers will be informed through the half-termly year group letter about the specific focus for spelling for the half term including example words.

Maths - We ask that from Y2, parents/carers help their children to practise their times tables.

Home Learning Projects - Class teachers will send home ideas for home learning projects each half term. We encourage parents/carers and children to find time to complete a project together and to upload a picture or video to Seesaw.

Please enquire at the school office for a full copy of our Home Learning Policy.



Parents/carers in School

An increasing number of parents/carers with children at the school are prepared to give up time to help teachers in their classrooms and in other ways. It is school policy to complete detailed checks in the same way as we check employees. This includes a police check (DBS), several references and a detailed induction before adults can volunteer in school.

Friends of Arbury

Joining the Friends of Arbury group is a lovely way to be more involved in school life. In previous years, friends helped organise half termly teas, The Great Get Together Tea Party, gardening, the annual Eid party, playground decoration for Show Racism the Red Card, the new reception parents' and carers' welcome tea, meeting the MP and helping run Be The Rainbow.

From time to time school will also ask for parents/carers to volunteer to take part in a 'working party' for bigger projects like helping to clear a forest school area. Watch out for flyers/emails home advertising events. These will provide details of how you can get involved.



Transferring to Secondary School

Children transfer to Secondary School at the end of the year in which they reach the age of eleven. Children from Arbury transfer to a number of different secondary schools, and parents/carers can visit these schools and meet the staff during the children's final year. Staff from the secondary schools visit Arbury and consult carefully with our staff about the children who are coming to them.

Educational Visits

Class visits are generally arranged termly to support learning. Parents/carers will be told about any visits and the voluntary contribution to cover the cost well in advance. We subsidise most trips, capping trip contributions at £10 to limit the costs to parents/carers.

The Governing Body have adopted the Local Education Authority's Policy for Charging for non-school activities which is available from the school office upon request.

Arbury Primary School does not ask for contributions from those children who are in receipt of pupil premium funding as this funding is used to cover the cost of the trip.

Sex and Relationships Education (RSE)

The DfE recommends that all primary schools have a Sex Education programme. In line with guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'. This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE). Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body).

Parents and carers will be informed about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. We also ensure that parents/carers are aware of their right to withdraw their child from some or all of the Sex Education delivered.

Admissions Policy

There is a planned admission number of 60 children each year. Parents/carers will be directed to the local authority admissions team, who manage all admissions to the school. Once a place has been allocated, parents/carers are invited to contact the School Office and make an appointment with the Headteacher to discuss the admission of their child(ren) to the school.

Oversubscription Criteria:

Children who have a Statement of Special Educational Need (SEN) / Education Health and Care Plan (EHCP) that names the school will be admitted. NB. Those children with a statement of SEN / EHCP that does not name the school will be referred to the Statutory Assessment Team (SAT) to determine an appropriate place.

1. Children in Care (CIC) and Children who were previously in care (CIC) but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order.
2. Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted.
3. Children living in the catchment area with a sibling at the school (or partner infant/junior school) at the time of admission;
4. Children living in the catchment area;
5. Children living outside the catchment area who have a sibling at the school (or partner infant/junior school) at the time of admission;
6. Children of members of staff, providing that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
7. Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line.

Please enquire at the school office for a full copy of the admissions policy.

Inclusion

Our school aims to be an inclusive school. We hope to make all our children welcome, feel happy and look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a special educational need or disability, he or she will be treated no less favourably than other applicants for admission. The school has a policy for supporting children with special educational needs (and supporting those children who are gifted and talented) which is revised every year. The full policy is available from the school office or download from the school website. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school from being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents/carers will want to:

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- provide the information the school needs to plan effectively for the child to be a full member of the school community;
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community;
- recognise the importance of school and home working in partnership.

The school has adopted the graduated response to special educational needs assessment and provision, as recommended by the SEND Code of Practice. If you have any concern about the special educational provision for your child, or about special educational needs provision generally, please speak to our inclusion leader.

Please enquire at the school office for a copy of our Inclusion Policy.



Inspection of a good school: Arbury Primary School

Carlton Way, Arbury Primary School, Cambridge, Cambridgeshire CB4 2DE

Inspection dates:

28 and 29 September 2023

Outcome

Arbury Primary School continues to be a good school.

What is it like to attend this school?

Arbury is a welcoming and inclusive school where pupils are happy. Each morning, staff greet children and their families on the playground. This contributes to a positive start to the school day. Pupils have warm and trusting relationships with adults, which helps them feel safe. Pupils are confident that a trusted adult will deal with any concerns they have.

Pupils enjoy being in school, both to learn and to play with their friends. They like their teachers and describe the school as being 'like a big family.' Pupils achieve well during their time at Arbury. They enjoy the many trips and enrichment experiences linked to the topics they learn about. For example, Year 4 pupils spoke excitedly about their forthcoming trip to Colchester Castle. This links to their learning about the Romans. Clear routines and high expectations ensure calm and sensible behaviour at all times.

Parents are very positive about the school and what it provides for their children. The comment of one parent, typical of many, is that Arbury Primary is 'a diverse and inclusive school, where all children are treated equally regardless of background.'

What does the school do well and what does it need to do better?

The school's curriculum is carefully thought out. It is ambitious, well considered and well sequenced across all subjects.

In the early years, the curriculum is thoughtfully designed and links to pupils' learning in key stage 1. Leaders at all levels check and reflect on the impact of different curriculum plans. They identify what could be further developed and make these improvements.

Teachers have secure subject knowledge. They teach the intended curriculum with enthusiasm, using effective resources and considering what pupils already know. There is a strong focus on helping pupils to know and understand important vocabulary. For example, Reception children learn the vocabulary of 'more', 'fewer', and 'equal' when they learn about number. Effective strategies are used to aid pupils' understanding. Regular

training and support ensure that all staff develop their expertise. This includes those staff who are new to the school.

Teachers use a range of different ways to check how well pupils are learning. They question effectively to probe pupils' understanding. Teachers use activities that help pupils retrieve previous learning. They give pupils regular feedback as to how to improve their work. In a few curriculum subjects, these systems are not as fully developed. Where this is the case, teachers do not identify as precisely as they could what pupils' next steps are. As a result, pupils do not learn as much as they could.

All staff have received training to teach the chosen phonics scheme. They teach phonics consistently well from the start of Reception. Pupils read books that match the sounds that they are learning. Staff are quick to identify any pupils who need extra support to keep up. This is put in place swiftly. Consequently, most pupils read fluently and confidently by the end of key stage 1. Pupils enjoy reading. The whole school celebrates reading for pleasure.

Pupils with special educational needs and/or disabilities (SEND) are identified accurately. Individual support plans show clearly what each pupil needs to do to help them access the curriculum alongside their peers. This helps pupils with SEND make good progress from their starting points.

From Reception upwards, there are clear expectations for positive behaviour. Pupils work hard and value their learning. Pupils like their teachers. They respond well to the high expectations of behaviour and learning.

The school has prioritised pupils' personal development. There is a well-structured personal, social, health and economic education (PSHE) programme. This helps pupils to develop their wider knowledge in an age-appropriate way. Pupils are thoughtful and express their views with maturity. They understand what being different means. They value the diverse nature of the school.

The school provides many opportunities for pupils to take on responsibility. This includes roles like school council and eco-committee members, reading ambassadors, sports leaders, and monitors. Such opportunities help to develop pupils' leadership skills. Pupils are enthusiastic about the enrichment experiences on offer. These include residential, trips to the seaside, visits to local museums and sites of historical interest, and school visits from authors. These help to broaden pupils' experiences.

Staff feel well supported by leaders to manage their workload. They appreciate that leaders are mindful of their work-life balance.

Governors know the school and community well. They support leaders in their desire to ensure that pupils' best interests and the promotion of equality are at the heart of all decisions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few curriculum subjects, the systems for checking what pupils have learned are not fully developed. In these subjects, teachers do not know precisely what pupils have learned and what they need to learn next. The school should continue to refine the assessment systems so that these are consistently effective in all areas of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110664
Local authority	Cambridgeshire
Inspection number	10294929
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	The governing body
Chair of governing body	David Maher
Headteacher	Ben Tull
Website	www.arbury.cambs.sch.uk
Date of previous inspection	23 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- Wraparound care is provided for pupils and is managed by those responsible for governance.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken this into account in her evaluation of the school.
- To evaluate the quality of education, the inspector carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, the inspector met with subject leaders, considered curriculum plans, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and scrutinised samples of pupils' work. Other aspects of the curriculum were also scrutinised to provide further evidence for the quality of education.

- The inspector observed some pupils read to staff. She also spoke to pupils about reading.
- The inspector observed pupils' behaviour across the school. She met with groups of pupils to seek their views of the school. She also spoke to pupils informally in class, around the school and at breaktimes. The inspector considered 61 responses to Ofsted's pupil survey.
- To inspect safeguarding, the inspector scrutinised the single central record and reviewed safeguarding systems. The inspector spoke with senior leaders, teachers, support staff, members of the governing body, and pupils to evaluate the culture of safeguarding in the school.
- The inspector held meetings with senior leaders, the special educational needs coordinator, and the subject leader for PSHE. The inspector met with members of the governing body, including the chair. Additionally, she held a telephone conversation with a representative of the local authority.
- The inspector scrutinised a range of documentation during the inspection, including curriculum plans, headteacher reports to governors, minutes of governing body meetings and school development plans.
- The inspector considered the views of parents. She spoke with parents at the end of the first inspection day. The inspector also considered 69 responses to Ofsted's online survey, Ofsted Parent View, and 14 free-text comments. Additionally, the inspector considered two letters from parents and met with another at the end of the second inspection day.
- The inspector spoke with different groups of staff to gather their views, including about their workload and well-being. Additionally, she considered 30 responses to Ofsted's staff survey.

Inspection team

Joan Beale, lead inspector

Ofsted Inspector

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