



**Kilburn**  
**Grange School**  
LEARN ENJOY SUCCEED

## **Supply and Volunteer Information**

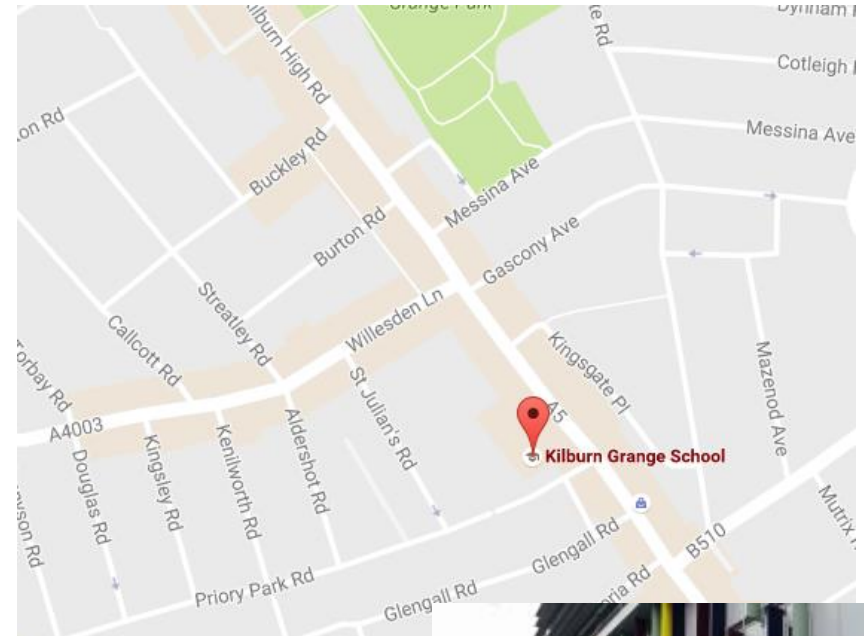
# Aims

We would like to welcome you to the Kilburn Grange School community. We want to ensure that your time at Kilburn Grange School is positive and this PowerPoint is to familiarise you with the procedures and systems at Kilburn Grange School. We hope you enjoy your time at Kilburn Grange School.



# Our Location

We are a new school in Kilburn. We are located on Priory Park Road, (just off Kilburn High Road) NW6 7UJ.



# BPET

Kilburn Grange School is part of Bellevue Place Education Trust. The Trust oversees a group of 7 schools around London and Bray.

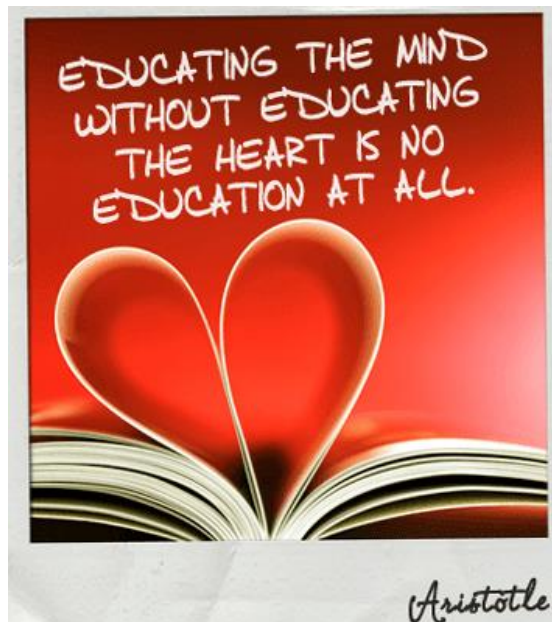
***Learn. Enjoy. Succeed.***

Three words that mean the world to us. Three words that have been with us from the day we started Bellevue Place Education Trust. Three words that govern all that we do.



# Our Vision

At Kilburn Grange School we put the children at the **heart** of everything we do in order for them to Learn. Enjoy. Succeed. Our school is a place that inspires and engages children's minds and hearts. Our school believes in a democracy and the laws of the country, where every individual has a voice that is heard and respected. Let's stop hate and collaborate!



# Aims and Ethos




- Our ultimate aim is to instil a love for learning and a desire to be motivated to enable the pupils to become proud of their achievements and become responsible future citizens.
- Education at Kilburn Grange School will be for life. It is the aim that each student will leave the school, not only with the best possible educational attainment, particularly in the basic skills of literacy and numeracy, but also with the skills and attitudes needed to succeed and achieve fulfilment in a changing world and to make a positive contribution as responsible and valuable members of society. At Kilburn Grange School we wholeheartedly embrace the British Values and expect our children to develop an understanding of democracy, the rule of law, individual liberty and mutual respect and tolerance of those who have different faiths and beliefs.



# Safeguarding



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WHAT TO DO IF YOU ARE WORRIED ABOUT A CHILD	Role	Name	Contact Details
<p><b>Kilburn Grange School Safeguarding Procedure</b></p> <p><b>We take the safeguarding of pupils in our care very seriously – it is everyone’s responsibility.</b></p> <p>Safeguarding means – keeping children safe from harm.</p> <p>If a child tells you that they are being abused you must:</p> <ul style="list-style-type: none"> <li>• <b>Stay calm and listen</b> to what is being said without displaying shock or disbelief.</li> <li>• <b>Do not make false promises.</b> If the child asks that information is kept secret, it is important that you tell the child that you cannot promise complete confidentiality – explain that you may need to pass information to other professionals to help keep the child, or other children, safe.</li> <li>• Allow the child to talk freely. <b>Do not cross examine</b>, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify. Use <b>‘TED’</b> as a reminder that you can ask the child to ‘Tell’, ‘Explain’ and ‘Describe’ the concern.</li> <li>• <b>Ask the child who else they have told about this.</b></li> <li>• <b>Do not criticise</b> the person they speak about. Do not make any judgements, show shock, disgust or make assumptions.</li> <li>• <b>Reassure</b> the child that what has happened is not his or her fault.</li> <li>• <b>Stress that it was the right thing to tell.</b></li> <li>• <b>Explain what has to be done next</b> and who has to be told.</li> <li>• <b>Make records that are factual</b> using the concern sheet attached.</li> <li>• <b>Sign and date</b> the record of the disclosure and take it immediately to the school safeguarding lead.</li> <li>• <b>Whistle blowing.</b> If you have a concern about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the chief executive.</li> </ul> <p>At Kilburn Grange School the <b>Designated Safeguarding Lead (DSL)</b> and <b>Prevent Lead</b> is the Deputy Headteacher, Ms Helen Khnich.</p> <p><i>We thank all our visitors for supporting us to keep all of our children safe.</i></p> <p><b>The Kilburn Grange School Team</b></p>	Designated Safeguarding Lead & Prevent Lead <b>Deputy Headteacher</b>	 Ms Helen Khnich	<a href="mailto:h.khinich@kilburngrangeschool.org.uk">h.khinich@kilburngrangeschool.org.uk</a> 0207 504 0547
	Deputy Safeguarding Lead & Prevent Lead <b>Headteacher</b>	 Ms Sonia Mallick	<a href="mailto:head@kilburngrangeschool.org.uk">head@kilburngrangeschool.org.uk</a>
	Chief Executive <b>Bellevue Place Education Trust</b>	 Mr Mark Greatrex	<a href="mailto:mark.greatrex@bpet.co.uk">mark.greatrex@bpet.co.uk</a>
	Safeguarding Trustee <b>Bellevue Place Education Trust</b>	 Mr Steven Wade	<a href="mailto:steve.wade@bellevueplace.org.uk">steve.wade@bellevueplace.org.uk</a>
	Brent LA Multi Agency Safeguarding Hub (MASH) Team & Prevent Enquiries	Social Services out of hours Emergency	020 8937 4300 020 8863 5250
	Camden LA Multi Agency Safeguarding Hub (MASH) Team & Prevent Enquiries		020 7974 3317
	Local Authority Designated Officer (LADO)	Yvonne Prince Aqualma Murray	0208 937 2090 0208 937 2092
	Strategic Prevent Co-ordinator - Brent Lead, PREVENT Team, Strategy & Partnerships	Kibibi Octave	Chief Executive’s Department London Borough of Brent Tel: 020 8937 4225 Mob: 07944 560 744 <a href="mailto:Kibibi.Octave@brent.gov.uk">Kibibi.Octave@brent.gov.uk</a>
	Local Safeguarding Children Board (LSCB)	Brent Family Front Door	020 8937 4300 <a href="#">Brent Form</a> – Report a concern
	Local contact for reporting FGM	Report to DSL or Police	
	Local contact for reporting prevent	DSL and MASH	



# Signing In and Out

- Please sign in using the school's InVEntry system during each visit to the school and ensure you are wearing your visitor's pass.
- If you are not DBS checked, you will have a red lanyard and that means you must be accompanied by a member of staff **at all times**.
- Do not let anyone in or out of the school site. School staff will remain responsible for this.
- Ensure that any doors or gates you open or unlock are closed and locked behind you.
- Please sign out and return pass to front office upon leaving the school site.
- If you leave and re-enter the building during the days (i.e. breaks etc.), you must sign out and in each time.





# Professional Conduct

- At Kilburn Grange School, we expect all staff and volunteers to demonstrate professionalism at all times. This professional role involves care for pupils and responsibility for their learning. As part of that, staff need to build relationships with pupils, families, communities and other professionals. We strive for the highest standards in teaching and learning.
- Please ensure your belongings and any medication are left in a secure location, away from the reach of pupils. If you are unsure, please check with a member of staff where you can leave your belongings.



# Staff Conduct – Mobile Use

- During the school day, the use of mobile phones on the school premises is restricted to the staff room. During teaching and learning time all staff must ensure that mobile phones / other devices are switched off or on silent / mute mode. The use of the camera function on mobiles / personal devices is strictly prohibited at all times. Parents, carers / volunteers visiting the school are actively encouraged to switch off phones whilst in the school. The use of mobile / recording devices to record professional meetings is forbidden unless the written consent of all persons present at the meeting is given. All volunteers will be asked to sign an acceptable use of technology agreement which includes more information about the use of mobile phones and professional social media communications.



# Staff Conduct – Staffroom

- Although the staffroom is a place to socialise and relax, it is important that staff still remain professional and consider the appropriateness of the conversations that they have and the language that they use. The care of the staffroom is a shared responsibility and as such should be kept tidy and clean. All dirty crockery should be rinsed. Items of food should be in sealed wraps/containers and not left on surfaces. Please respect your colleagues by keeping this common area clean, tidy and hygienic. If you wish to drink tea and coffee, please help yourself to the facilities in the staffroom.



# Staff Conduct – Dress Code

- Every member of staff is be responsible for promoting a professional and positive image of the school and should take a sensible and safe approach to dress and appearance. Clothing should be smart, modest and practical and reflect the professional nature of our job. Staff should be good role models for the pupils at Kilburn Grange School. Please follow the following guidance with regards to the staff dress code:
  - Clothing that is too revealing or that exposes underwear should not be worn, such as: spaghetti straps, low waist trousers, crop tops, low necklines, short skirts, transparent clothing. ***As a rule of thumb, if you can see up it, down it or through it then you should refrain from wearing it!***
  - Blue jeans, tracksuit bottoms or t-shirts with inappropriate logos should not be worn. Jewellery, piercings and tattoos should reflect the professional nature of the role; they should be inoffensive, discreet or covered up. Make up should be subtle.
  - Footwear should reflect the practical nature of our role and we should take into account health and safety considerations for both staff and children (this includes flip flops, open-toed sandals and high heeled shoes).



# Adherence to SMSC and Equality

- At Kilburn Grange School we pride ourselves on diversity and equality. The rich and diverse curriculum ensures that there is high quality provision for the spiritual, moral, social and cultural (SMSC) development of our pupils. Whilst Kilburn Grange School seeks to promote equality and respect for the values of all employees, we will not tolerate extremist views which could seek to radicalise pupils at the school. Any staff members and volunteers (including those who undertake responsibility for extracurricular activities) openly showing partisan political, racial or religious views will be subject to disciplinary procedures outlined in the BPET Disciplinary policy.



# Health and Safety

- **Staff Personal Emergency Contact Information:** It is important that school has a contact name and number in the unlikely event of an emergency in school. Please ensure this information is kept up to date by contacting the office manager if there are any changes to your personal details.
- **Everyone's Responsibility:** Members of staff are responsible for reporting health and safety concerns to office manager. If there is an immediate risk to the safety of others, then the area must be "made safe" whilst help is being sought. For example, this could involve positioning a chair over a spillage.
- **Hot Drinks:** Members of staff should not take hot drinks into classrooms or assemblies and these should not be consumed during lessons etc. Staff do not take hot drinks in open cups through the school whilst children are on site.
- **Personal Risk:** When working at heights, always consider if you can avoid or minimize work at height if possible, e.g. use lightly weighted string to pull display items up over beams, prepare displays as far as possible before putting them up. Remember school furniture was not designed for you to stand on. There is a step ladder located in the staffroom. Always think of your personal safety and assess the risk from what you propose to do.
- **General Maintenance:** All requests for repairs should be reported to the office manager.

# Fire Safety and Drills

- If you detect a fire you should raise the alarm immediately at your nearest “Call Point”. Please make yourself familiar with these as you move around the school. *Note: under no circumstances should you attempt to put out the fire, as this will delay the safe evacuation of everyone in the building.*
- Each classroom will have a poster on the fire exit detailing the route to the assembly point.
- In the event of a fire, the fire alarm will sound:
  - Children should line up in silence.
  - A member of staff will lead the group/class to our fire assembly point in the playground.
  - Do not stop to collect belongings.
  - Leave the building via the nearest safe fire exit route (displayed in all rooms)
  - Exit the building and make your way to the fire assembly point
  - Ensure you follow any other important instructions from the fire warden(s)
- A member of school staff will meet you at the fire assembly point with a register.
- ***PLEASE WAIT FOR THE FIRE WARDEN TO ANNOUNCE WHEN IT IS CLEAR TO RE-ENTER THE BUILDING.***



# Medical or First Aid

- There are several trained first aiders in our school. Please see posters around the school for more information.
- If a pupil is unwell or sustains an injury, an adult should bring them to a first aider. Pupils should be accompanied and never sent on their own. This includes outside learning time. If you are DBS checked and asked to accompany a pupil to a first aider or front office, please explain to the first aider what happened and then return back to the classroom/playground promptly. You do not need to stay with the pupil whilst the first aider is treating them.
- Pupils should not be given medication or have any medication in their book bags. If you notice any pupil having medication in their book bag, please tell a member of staff immediately.
- If you are injured, please see the lead first aider Ms Alison Thomas. We have a separate accident book where injuries to staff members or volunteers must be recorded.

# Procedures for Absence

- The purpose of this procedure is to encourage a culture of good attendance throughout the school and to minimise disruption to children's on-going learning. Staff should observe the following absence policy:
  - All teaching staff, which includes volunteers and long-term agency supply teachers, should phone the school office by 07:30 on the day of absence, and speak to the office manager. A message should be left if there is no answer clearly stating your name, the date and reason for absence.
  - All staff should contact the school by 15:00 to inform the office whether they are going to be at school the following day.
  - On return to work from an absence, you should report to either a Deputy or Head Teacher. This should be a priority before you go to class.
  - If the staff absence is known beforehand (i.e. courses, appointments), a request form should be completed.



# Administration

- There is a photocopier/printer located in the planning room and the front office. Paper is kept in the stock cupboard in the resources room. Please ensure that colour photocopying is only carried out if absolutely necessary. If you are printing, please ensure you select the printer 'Sharp Photocopier' on your laptop/computer.
- If you need general stationary or classroom resources, please ask a member of staff for assistance.
- If you need to login to a laptop or computer, you can use this logon:
- *log on: supplyteacher2*  
*password: NewTerm17*
- Please check with the front office or a class teacher before accessing the internet with the children for any reason.
- Part of your role might be supporting us to make resources or put up displays. If a staff member asks you to do this and you are unsure how to use a laminator, guillotine or a wall stapler or how to complete this task, please ask for assistance or clarification before you complete it.

# Timetable

- Morning session 08:45 – 12:00
- Assembly 9:50 – 10:05
- Morning outside learning 10:05 – 10:20 or 10:20 – 10:40
- Lunchtime including outside learning 12:00 – 13:00 or 13:30
- Afternoon session 13:00 – 15:30
- Afternoon outside learning 14:00 – 14:20
- Home time 15:30
- After-school clubs 15:45 – 16:45
- After-school care (Mondays - Thursdays) 16:45 – 18:00

***\* You will find a more detailed timetable for each class in their classroom.***

Our Class Names	
Year Group	Name
Reception	Meadow and Pasture
Year 1	Dale
Year 1/2	Lake
Year 2	Cove
Year 3	Heath and Moor









# Start and End of School Routines





- The school gate opens at 8:30am. The school day begins promptly at 8:40am. Children line up in the playground when the bell is rung and sing the 'Good Morning' song. All staff should be out in the playground at 8:30am to greet the children.
- Supply teachers will be given a paper register to complete in the morning (8:45am) and in the afternoon (13:00pm or 13:30pm).
- The school day ends at 15:30pm. Reception pupils leave through Meadow Classroom door, Pasture through atrium, Year 1, 2 and 3 classes use the door to the playground, located by the water fountain.
- Children who attend clubs should remain in their classroom on the carpet and taken to club after the rest of the class has been dismissed.
- Supply staff will be assisted during home time. All parents have set a password and nominated adults who can pick their child up from school. The member of staff will support to you to make sure that all persons picking their child is nominated and/or knows the password. Volunteers can support the children and staff at home time.
- Any members of staff who work until 15.30 must not exit from the class door that pupils are being dismissed from but should leave the school via the main school entrance.

# Our School Rule and Values

- Kilburn Grange School promotes six values which are part of our ethos, expectations, policies, our daily interactions and practice. We have one school rule (W.E. C.A.R.E.) and the acronym spells out our values.
- This poster shows our school values and the steps to success for each value. Each value has a visual aid to help pupils associate what that value stands for.
- We believe in growth mindset and this is the foundation of our learning culture. In a growth mindset, people believe that all abilities can be developed through dedication, resilience and hard work. We believe we can train our brain!
- This poster is located throughout the school should you need to make reference to it.


Our School Values	
<b>Wonder</b>	
• We are curious about our learning and use our imagination.	
• We are not afraid to try new things.	
• We think carefully and generate ideas.	
• We scrutinise and we find ways to solve problems.	
<b>Enjoy</b>	
• We love learning and we are always learning.	
• We find interest in our learning.	
• We take pride in our learning.	
• We celebrate our successes and are proud of our achievements.	
<b>Collaborate</b>	
• We include everyone in our learning and work as a team to support and learn from each other.	
• We understand others and respect each other's differences, ideas and cultures.	
• We communicate well with others (we listen to each other carefully and we speak kindly).	
• We respect everyone's rights and treat everyone fairly.	
<b>Aspire</b>	
• We believe in ourselves and our confident in our abilities.	
• We plan to do something amazing and try our best to pursue it.	
• We try not to get distracted.	
• We are always striving to improve.	
<b>Reflect</b>	
• We think before we act.	
• We review our learning and seek feedback.	
• We learn from our feedback and mistakes. What can I do better or differently next time?	
• We love working on our next steps.	
<b>Endeavour</b>	
• We concentrate and practise so we can get better and grow our brain.	
• We work hard and try our best.	
• We show courage and are not afraid to take risks or make mistakes.	
• We are resilient and embrace challenges. We never give up.	

# Caring Hearts and Uncaring Hearts

<p><b>Care about others:</b> use caring words, always tell the truth, share and take turns, help everyone, kind to everyone, respect everyone and their differences, smile at everyone, are friendly to everyone, care about other people's feelings, listen to everyone, care about other people's learning.</p> 	<div data-bbox="446 222 697 429">  </div> <p>I will be caring, Today and every day, With all my actions And everything I say.</p> <div data-bbox="417 565 736 861"> <p><b>Care about themselves:</b> stay safe, look after own body, look after own belongings, always try hard, care about own learning.</p>  </div>	<p><b>Care about our school and community:</b> tidy up, put rubbish in the bin, take care of our books, learning equipment and environment, take care of mini beasts and animals.</p> 
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- This poster is located throughout the school should you need to make reference to it.

- Our school rule is W.E. C.A.R.E. Children are taught how caring hearts behave and how uncaring hearts might misbehave.
- Simple, effective and everything we do comes down to being caring.
- You can begin any correction or reminder as “We care about...”


<p><b>Don't care about others:</b> use bad words, shout, lie, snatch, won't share, throw things, interrupt others, call others mean names, are mean to others, make fun or tease others, hurt others, push others, fight with others, spit at others, hurt other people's feelings, bully others, won't play with everyone, don't listen to others, break or destroy other people's learning, steal things from others, don't care about other people's learning.</p>	<div data-bbox="1267 855 1566 1069">  </div> <p><b>Don't care about themselves:</b> show dangerous behaviour, don't look after own body, don't look after own belongings, pretend they can't do something, don't try hard, don't care about their learning.</p>	<p><b>Don't care about our school and community:</b> make mess and don't tidy up, put rubbish on the floor, break or destroy books, learning equipment and environment, hurt mini beasts and animals.</p>
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# The Peace Pathway




## The Peace Pathway




**Step 1:**

Stay calm. Take big breaths and count to 5. "1, 2, 3, 4, 5"  
Go to Reflection Spot if you need to calm down first.




**Step 2:**

Listen to each other's point of view.  
"I did not like it when..."  
"I felt..."




**Step 3:**

Think of solutions together.  
Agree on a solution.  
"Let's solve the problem by..."  
"Next time, I will..."












**Step 4:**

"Would you like a high five or a handshake?"




## Can you find a solution to the problem?



Say, "Stop it. I don't like it!"	
Tell a teacher or an adult.	
Use a sand timer to take turns.	
Use 'Eeny Meeny Miny Moe' to decide whose turn it will be first.	
Apologise. Say why you are sorry or make a card.	
Talk it out.	
Make a deal.	
Join a different group or activity.	

### How big is my problem?



**5 Emergency**  
I need an adult to fix the problem.

**4 Gigantic problem**  
I need a lot of adult help to fix the problem.

**3 Medium problem**  
I need some help to fix the problem.

**2 Little problem**  
I might need a little help to fix the problem.

**1 Glitch**  
I can fix the problem by myself.

- Children are taught to use the Peace Pathway to solve disagreements amongst each other.
- Please make reference to this poster when helping pupils to solve their problems. Ensure you follow all steps and listen to both sides of the disagreement and encourage pupils to suggest ways to solve the problem.

# Class Dojo

- Class Dojo is a digital behaviour system which can be operated online or via an App. Parents have access to their child's profile via the app or website. The positive points and needs work points are closely linked to our school values and our school rule 'W.E. C.A.R.E.'
- There is a behaviour poster located throughout the school that outlines the behaviour processes at our school.
- Once the child has successfully completed their sanction and have shown improved behaviour, their modification of their own behaviour will always be acknowledged positively by school staff and they will be given a "clean slate."
- If you are struggling with a pupil's behaviour or the pupil is displaying unsafe behaviour, ensure you send for help from member of staff immediately!
- The behaviour policy is available on school website for more information or a copy may be obtained from the front office.

Kilburn Grange School Behaviour System		
At Kilburn Grange School we have one rule W.E. C.A.R.E. that is an acronym for our school values (wonder, endeavour, collaborate, aspire, reflect and enjoy). The values underpin all that we do and our behaviour system is based upon pupils demonstrating the school values in their learning and behaviour. We use Class Dojo to record and track each pupil's behaviour during the school day. Each pupil starts each day with 0 positive points and 0 needs work points on Class Dojo. Each pupil has their own learning profile and collects their own points. However, each class' or groups' points are also added together to show the whole class/group total on Class Dojo.		
Level	Behaviour	Recognition and reward
Non-verbal praise	Demonstrating school rule W.E. C.A.R.E. or one of the school values.	Smiles, thumbs up and nods of approval.
Verbal praise	Demonstrating school rule W.E. C.A.R.E. or one of the school values.	Verbal praise can range from a word in the ear to a "public recognition in class such as a class cheer. When verbally praising we use common language in line with our school values W.E. C.A.R.E. and we praise the effort and specific skills exhibited rather than the ability.
Point(s) on Class Dojo	Demonstrating school rule W.E. C.A.R.E. or one of the school values.	Reward pupil with Class Dojo positive point(s) related to value/attribute.
Sharing learning with another class/teacher	In recognition of achieving particular learning or behaviour linked to school rule or values.	The pupil shares their success with others and may be awarded with Class Dojo points as well.
Sharing learning with the Headteacher or another member of the Senior Leadership Team	For showing exceptional learning or behaviour linked to school rule or values.	Head teacher's award of 3 positive points on Class Dojo and a text message is sent to pupil's parent. The Headteacher will let school office know so the school office can send a text message and record on Arbor.
10 or more positive points on Class Dojo in one school day	Consistently demonstrating school rule W.E. C.A.R.E. and school values throughout the day.	The school office sends a text message to pupil's parent. The school office checks Class Dojo at 15:00 daily to send out text messages for the day. The school office records on Arbor.
Certificates linked to positive Class Dojo points in Celebration Assembly	Consistently demonstrating school rule W.E. C.A.R.E. and school values every day.	For the first 100 points earned, pupil receives certificate in assembly and then every 250 positive points after that pupil receives another certificate during celebration assembly. The school office tracks the positive points each week, prepares certificates and records on Arbor.
Level	Behaviour	Consequences
Non-verbal signal	Breaking school rule, values or expectations.	Holding eye contact, a shake of head, a slow walk to the child and remaining in proximity using position as a non-verbal signal.
Verbal signal	Breaking school rule, values or expectations.	Usually this will be a reminder of the social conventions. At this stage it is usual that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.
Verbal warning	Breaking school rule, values or expectations.	A clear concise message. "X", if you carry on with "Y" behaviour then "Z" will happen."
Prompting, pre-empting and de-escalation	Breaking school rule, values or expectations.	There may be occasions where a child needs to be supported to make the right choice through modelling and rehearsal. They also may need coaxing, e.g. being taken by the hand, sitting next to a teaching assistant, going for a walk around the school to have a break. Use the feelings poster to help with strategies.
Peace Pathway	Breaking school rule, values or expectations and disagreements between pupils or pupil and adult such as telling lies.	The peace pathway is an opportunity for all pupils involved to explain what happened. It is also used as a way to remind children what they could have done differently, especially if a child has had a disagreement with another pupil.
Class Dojo needs work point(s)	Breaking school rule, values or expectations.	Pupil continued despite the warnings and now receives a needs work point on Class Dojo.
Reflection Spot	Receiving a -2 needs work points on Class Dojo or at least 3 -1 needs work points consecutively.	A pupil will be required to move from their seat to the reflection spot, where they will be asked to reflect what they could do differently and receive a clear explanation of the behaviour required for them to return to their original seat. This 'behaviour' may be the completion of task or a time period of appropriate action. This is an opportunity to rebuild positive relationships after an incident and must always be followed up with a conversation with an adult about making better choices next time. Teacher informs parents at the end of the day and records on Arbor (-2 behaviours only).
Reflection Spot in another classroom	Receiving 2 -2 needs work points on Class Dojo in one day.	Reflect in a different classroom. Teacher informs parents at the end of the day and records on Arbor.
Reflection Spot with Ms Malik, Ms Khinich, Ms Holmes or Ms Storey	Receiving 3 -2 needs work points on Class Dojo.	Reflect in an office and pupil may be internally or externally excluded. Teacher informs parents at the end of the day and records on Arbor. Ms Malik, Ms Khinich, Ms Holmes or Ms Storey may need to phone/meet with pupil's parent(s).
Meeting with parent(s)	Receiving a one off -3 needs work points on Class Dojo in one day or 4 -2 needs work points on Class Dojo in one week.	Ms Malik, Ms Khinich, Ms Holmes or Ms Storey schedule a meeting with pupil's parent(s). Pupil may be internally or externally excluded. A SLT member will record on Arbor.

# Assemblies

- It is essential that classes line up in silence and arrive and leave assembly in silence.
- If teachers have to speak to a child about inappropriate behaviour; they should do so quietly and in an unobtrusive way. The emphasis must be to highlight the very best and draw attention only to those children who are behaving appropriately.
- It is important that assemblies run to time, therefore teachers are expected to be in the hall, with their classes settled, by the scheduled time.
- All volunteer staff should remain in assemblies unless otherwise requested.



# Procedures for Walking Around the School

- It is most important that classes can move around school without disturbing other children and teachers. The rules are that the children walk, without talking, that they keep their hands by their sides, look the way they are going, keep to the right and do not touch or lean against displays as they pass. You can recite the chant, “Eyes on the door, feet on the floor, hands by your side and say no more.” to help pupils remember what they should do.
- If your class is not doing this properly, turn them around then return to class.
- It is not appropriate to shout at your class in the corridors as this disturbs other classes even more. If children miss a break to practise walking in the correct way they will soon learn to do it properly. Where possible, children should be supervised when going outside their classroom to use the toilet or be sent with a buddy.



# Playtimes

- Adults supervising outside learning should place themselves strategically to ensure that as much as possible of the playground area can be seen including the toilets and intervene early should dangerous or unkind play emerge. There must be no 'play' fighting, piggy backs, rugby or any other rough or dangerous games. The children must be actively encouraged and supported to play safely and co-operatively. Part of your role when you are outside is to support the children, play and learn with them. Please familiarise yourself with the outside learning rota.
- Please ensure you follow all our behaviour procedures and systems when you are supporting learning outside. This includes awarding Class Dojo points and using the Peace Pathway.
- Personal belongings such as bags and phones must not be taken onto the school playground. Any personal medications must be kept secure.



# Snack and Lunches

- Children are offered a snack during the morning session, which includes a piece of fruit and milk or water. We do not allow any other snacks to come into school. Water is available all day.
- Please check with the partner teacher or with the class teacher when you will have your breaks.
- At lunchtime, we have family style dining. Family style dining ensures that pupils can help serve the food, talk about the food and being healthy, as well as engage in quality conversations with the children and the adult at their table. The adult will also ensure children are savouring their food and eating a sufficient amount.
- Allergy and dietary requirements can be obtained in the school office and posters are displayed in the dining hall, kitchen and relevant classrooms.
- Supply teachers and volunteers are not usually asked to stay in the dining hall during lunch time as you will be asked to take your lunch break at that time. Supply teaching assistants will stay in the dining hall. However, if you are asked to stay in the dining hall, you will be offered a school dinner to enjoy with the pupils at your table. Volunteers will be expected to support outside learning after lunchtime.

# Uniform

- We are proud of our uniform and expect our pupils to wear their uniform to school every day. Some days pupils will be wearing their P.E. uniform if it is a P.E. day.
- It is the responsibility of the class teacher and support staff to ensure all children are wearing the appropriate school uniform. Staff must report any concerns regarding uniform to a member of the SLT who in turn will discuss issues with parents after school.
- It is important that children are dressed appropriately such as a hat and mittens in the winter, Kilburn Grange cap and sun cream in the summer. Please ensure that you check this as children get ready for outside or as they go outside.
- If pupils need help with their tie, putting on or taking off coat/jumper or their shoelaces, you may help them. Do encourage pupils to do it independently first before you offer support. If pupils need help with anything else, please see a member of staff first.
- If a pupil gets wet or has an accident, please ask a member of staff to support them. You should not be helping them without a staff member present.



# Supporting Pupils Learning

- Part of your role as a supply staff or volunteer, will be to support pupils learning.
- Please read the 'Teaching Assistant Guidance' if you are a teaching assistant or volunteer to help you familiarise yourself on how you may best support pupils.
- Regular volunteers or supply staff will be asked to read our Teaching, Learning and Assessment Policy. You may request a copy of this policy from the front office.
- You will also be asked to mark learning. You will find posters of our marking code in classrooms for you to reference. Our Marking Code is part of our Teaching, Learning and Assessment Policy should you require more information or guidance.

Marking and Feedback Code	
<i>Verbal feedback is the most frequent form of feedback. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning. A positive attitude will be evident at all times in open discussions. All pupils are encouraged and reminded to self-assess and self-correct. High standards of grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the pupil's age and literacy development. Marking should be sensitive to the needs of the pupil.</i>	
Adults use <b>blue pen</b> and the <i>school cursive script</i> to mark learning. Pupils use <b>purple pen</b> to polish/reflect upon learning or to respond to feedback. Adults include initials when marking the piece of learning.	
Ⓢ	Support provided to achieve learning. Key words explain what support was provided (e.g. s - to segment words).
Ⓥ	Verbal feedback provided. Provide keywords or symbols to show what verbal feedback was provided (e.g. v – finger spaces or number of the corresponding step to success is written next to it).
✓	Adults should tick next to verbal feedback once pupil has acted on this feedback (in EYFS, a smiley face is used, instead).
✓	Tick in blue pen indicates step to success was mastered. If, it's next to a Ⓥ, then it means pupil has responded to the verbal feedback.
↑	partially mastered the step to success
.	Has not met the step to success
""	Add "" next to marking label for writing that needs mediation to be read. The "" should be a direct quote of what the pupil tells you what they have written.
Ⓒ	Challenge question provided. Pupil responds in purple pen.

# Confidentiality

- It is very important that all adults working with the children follow our policy of confidentiality. It is important that you do not share information about individual children or the school with anyone other than school staff unless previously agreed.
- You may discuss individual children with a member of school staff, but no one outside of school.
- If you would like to speak to a child's parent about something, please agree this with a member of school staff first. Supply staff and volunteers are not to talk to parents unless they have informed a member of the school staff.



# Thank you for your time.

- Please visit our school website if you want to learn more about the school: <http://kilburngrangeschool.org.uk/>
- Do you have any questions?

תודה  
Dankie Gracias  
Спасибо شكرًا  
Merci Takk  
Köszönjük Terima kasih  
Grazie Dziękujemy Děkojame  
Ďakujeme Vielen Dank Paldies  
Kiitos Täname teid 谢谢  
**Thank You** Tak  
感謝您 Obrigado Teşekkür Ederiz  
Σας ευχαριστούμε 감사합니다  
Будьдн  
Bedankt Děkujeme vám  
ありがとうございます  
Tack

