

February 2019

**Vacancy for a KS2 Class Teacher – from September 2019**

Thank you for your interest in the vacancy for a KS2 class teacher at Arbury Primary School.

Please find enclosed:

- job advert
- the job description
- the person specification
- an application form
- our code of conduct for staff
- school prospectus
- OFSTED report 2018
- Policy Statement on the Recruitment of Ex-offenders

We look forward to receiving your application by midday on Wednesday 20<sup>th</sup> March 2019. In no more than 500 words, describe the extent to which you meet the person specification. There is no need to send a CV. Shortlisted candidates will be called to interview all day on Thursday 28<sup>th</sup> March 2019.

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](mailto: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.*

### **Classroom Teacher – KS2 (Permanent Post)**

We are looking for a teacher to join our thriving and happy city school in September 2019. We are looking to recruit into KS2 and are very well placed to offer excellent support to candidates who will be completing their NQT year or to those wishing to take the next step in their career. We are keen to give our appointments the best possible induction ready for September and would like to discuss a July start date with the successful candidates if they are not currently in post.

We are proud of our:

- Commitment to equality and the work we do with Stonewall
- Extremely positive current Ofsted report from April 2018
- Spacious accommodation, with extensive grounds
- Sound financial position
- Friendly, motivated and enthusiastic children
- Highly dedicated, committed and stable team of staff
- Associate Training School Status, linked with the University of Cambridge, Faculty of Education (Seminars run at the school for all Primary PGCE students)
- Commitment to a creative curriculum (Currently hold Arts Mark Gold)
- Exemplary induction and support for Newly Qualified Teachers

Application packs are available by downloading the documents from the school website – [www.arbury.cambs.sch.uk](http://www.arbury.cambs.sch.uk) (Click on the 'Vacancies' tab) or by contacting the school office. (Tel: 01223359568 or Email: [office@arbury.cambs.sch.uk](mailto:office@arbury.cambs.sch.uk))

Please contact the school office to arrange a visit or to discuss the post further.

Closing date – Midday on Wednesday 20<sup>th</sup> March 2019  
Interviews – All day on Thursday 28<sup>th</sup> March 2019

*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 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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## **Main / Upper Pay Range Teacher Job Description**

*Arbury Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.*

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher: In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 9 and, if you are paid at the maximum of the Upper Pay Range, Accountabilities under paragraph 10.

### **1. Teaching**

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes;
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 1.3 Set and mark work to be carried out by the pupil in school and elsewhere;
- 1.4 Participate in arrangements for preparing pupils for external examinations.

### **2. Whole school organisation, strategy and development**

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 2.2 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 2.3 In exceptional and unforeseen circumstances, in line with the Teacher Cover Policy, supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (This will normally be covered by a supply agency, level 3 teaching assistant or senior member of staff and we will ensure that such cover would not exceed 38 hours in any school year).

### **3. Health, safety and discipline**

- 3.1 Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among pupils in accordance with the school behaviour policy.

### **4. Management of staff and resources**

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with school policies.

### **5. Professional development**

- 5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **6. Communication**

- 6.1 Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

### **7. Working with colleagues and other relevant professionals**

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- 7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

### **8. Fulfil wider professional responsibilities**

- 8.1 Make a positive contribution to the wider life and ethos of the school;

## 9. Upper Pay Range Accountabilities

- 9.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 9.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 9.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 9.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 9.5 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 9.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 9.7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 9.8 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

## 10. Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- 10.1 Play a critical role in the life of the school.
- 10.2 Provide a role model for teaching and learning.
- 10.3 Make a distinctive contribution to the raising of pupil standards.
- 10.4 Contribute effectively to the work of the wider team.
- 10.5 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Specific details of the accountabilities (eg which workplace policies under paragraph 9.1 above that the post holder will contribute to implementing and promoting) should be recorded below and reviewed annually by the appraiser.

| Paragraph | Specific Additional Accountabilities |
|-----------|--------------------------------------|
|           |                                      |
|           |                                      |
|           |                                      |
|           |                                      |
|           |                                      |
|           |                                      |
|           |                                      |

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the school's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.

**Essential**

- Suitability Requirements met for working with children - Qualified Teacher Status held, Satisfactory References, Right to work in the UK, Barred List and DBS check, Prohibition Order check, Pre-Employment Health Check and Attitudes to Safeguarding Checked at interview.
- Outstanding class teacher or the potential to be outstanding
- A commitment to equality and celebrating differences in our community
- Ability to work closely as part of a team
- Commitment to continuing professional development
- Ability to make use of appropriate data to analyse the performance of pupils and set targets
- Good organisational and interpersonal skills
- Communicate effectively with parents
- Ability to plan a varied, experience led curriculum linking to class needs and interest
- Knowledge and experience of applying ICT across the curriculum
- Understanding of assessment for learning and its use to raise standards
- Strong positive behaviour management skills
- Clear understanding of how children learn and awareness of effective teaching strategies for personalised learning
- Understanding of current safeguarding legislation and a commitment to implementing these in school

**Desirable**

- Knowledge of assessment systems and the curriculum for KS2
- Commitment to develop knowledge in other curriculum areas and key stages.
- Contribute to whole school 'life' through extra-curricular activities and attendance at whole school events
- Experience of working with children from a wide variety of backgrounds

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

## Employment Application Form: Teacher

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:

### Part 1: Information for Shortlisting and Interviewing

Initials: \_\_\_\_\_ Surname or Family Name: \_\_\_\_\_

#### 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: If Teaching

|   |   |
|---|---|
| Name, address and telephone number of school:   |   |
| Type of school:   | Boys: <input type="checkbox"/> Girls: <input type="checkbox"/> Mixed: <input type="checkbox"/><br>Age range:      Number on Roll: |
| Type of school:<br>(E.g. Community, Aided, Academy, Foundation, Free School, Independent, etc.) |   |
| Job title:<br>Please enclose a copy of the job description                                      |   |
| Subjects/age groups taught:   |   |
| Date appointed to this post:  |   |
| Salary:   |   |
| Date available to begin new job:  |   |

### 3. Current/Most Recent Employment: If Non-Teaching

|  |  |
|--|--|
| Name, address and telephone number of employer:            |  |
| Job title:<br>Please enclose a copy of the job description |  |
| Date appointed to this post:                               |  |
| Salary:  |  |
| Date available to begin new job:                           |  |

#### 4. 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.

[illegible]

Please enclose a continuation sheet if necessary.

## 5. Secondary Education and Qualifications

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

## 6. Higher Education

| Name and address of university, college and/or university education department | Dates |    | Full or part-time | Courses/subjects taken and passed | Date of examination and qualifications obtained | Age groups for which trained |
|--|-------|----|-------------------|-----------------------------------|---|------------------------------|
|  | From  | To |                   |                                   |   |                              |
|  |       |    |                   |                                   |   |                              |



## 7. Professional Courses Attended as a Teacher

| Subject | Organising body | Date(s) | Duration |
|---------|-----------------|---------|----------|
|         |                 |         |          |

## 8. Other Relevant Experience, Interests and Skills

|  |
|--|
|  |
|--|

## 9. 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 from 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: ☐

## 10. 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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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.

### 11. Personal Information

|   |                               |                              |                               |
|---|-------------------------------|------------------------------|-------------------------------|
| Surname or family name:   |                               |                              |                               |
| All forenames:  |                               |                              |                               |
| Title:  |                               |                              |                               |
| Current address:  |                               |                              |                               |
| Postcode:   |                               |                              |                               |
| Home telephone number:  |                               |                              |                               |
| Mobile telephone number:  |                               |                              |                               |
| Email address:  |                               |                              |                               |
| DfE reference number:   |                               |                              |                               |
| Do you have a current full clean driving licence?<br>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.   |                               |                              |                               |

### 12. 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 any previous 'unspent' criminal convictions and any cautions which have not expired, or any pending prosecutions. In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (exceptions order 1975) 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 are not subject to disclosure to employers on DBS certificates and cannot be taken into account. Guidance on the filtering of "protected" cautions and convictions which do not need to be disclosed by a job applicant can be found on the [Disclosure and Barring Service website](#).

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.

### 13. Prohibition from Teaching

In accordance with the requirements of The School Staffing (England) (Amendment) Regulations 2013, any future appointment is subject to a check with the Department for Education to ensure that you are not subject to a prohibition order or an interim prohibition order.

### 14. 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.

### 15. 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.

## 16. 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 post, and possible referral to the police. I understand and accept that the information I have provided may be used in accordance with paragraph 13 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 |             |
|                        | WIRI                  | Irish   |             |
|                        | WIRT                  | Traveller of Irish Heritage                   |             |
|                        | WROM                  | Gypsy / Roma                                  |             |
|                        | WOTH                  | Any other White background                    |             |
| Mixed                  | MWBC                  | White and Black Caribbean                     |             |
|                        | MWBA                  | White and Black African                       |             |
|                        | MWAS                  | White and Asian                               |             |
|                        | MOTH                  | Any other Mixed background                    |             |
| Asian or Asian British | AIND                  | Indian  |             |
|                        | APKN                  | Pakistani                                     |             |
|                        | ABAN                  | Bangladeshi                                   |             |
|                        | CHNE                  | Chinese                                       |             |
|                        | AOTH                  | Any other Asian background                    |             |
| Black or Black British | BCRB                  | Black – Caribbean                             |             |
|                        | BAFR                  | Black – African                               |             |
|                        | BOTH                  | Any other Black background                    |             |
| Other ethnic group     | ARAB                  | Arab  |             |
|                        | CHNE                  | Chinese                                       |             |
|                        | REFU                  | Refused/Prefer Not to Say                     |             |
|                        | OOTH                  | Any other ethnic group                        |             |

| Sexual orientation | Please tick |
|--------------------|-------------|
| Bi-sexual          |             |
| Gay man            |             |
| Gay woman          |             |
| Heterosexual       |             |
| Other              |             |
| Prefer not to say  |             |

| Gender            | Please tick |
|-------------------|-------------|
| Female            |             |
| Male              |             |
| Transgender       |             |
| Prefer not to say |             |

| Personal relationship | Please tick |
|-----------------------|-------------|
| Single                |             |
| Living together       |             |
| Married               |             |
| Civil Partnership     |             |
| Prefer not to say     |             |

| Religion or belief  | Please tick |
|---|-------------|
| No religion   |             |
| Christian (including Church of England, Catholic, Protestant and all other Christian denominations) |             |
| Buddhist  |             |
| Hindu   |             |
| Jewish  |             |
| Muslim  |             |
| Sikh  |             |
| Any other religion (Write in)   |             |
| Prefer not to say   |             |

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



**Staff, Governors and Volunteers Code of Conduct**

**Arbury Primary School**

# 1 Introduction

- 1.1 This Code of Conduct ('the Code') sets out the professional standards expected and the duty upon staff, governors and volunteers to abide by it. All staff, governors and volunteers have a duty to keep pupils safe, promote their welfare and to protect them from sexual, physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgement. Following this Code will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to pupils and the Required Professional Standards.
- 1.2 Staff, governors and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. Adults have a duty to report any child protection or welfare concerns to the designated member of staff in school. Anyone who has concerns must follow the school's Whistleblowing Policy which is available from the policy section of the server. A member of staff who, in good faith, "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation.
- 1.3 This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff, governors or volunteers. 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 staff, governors or volunteers 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 for which that individual is responsible.
- 1.4 Any member of staff who is found to have committed a breach of this Code will be subject to disciplinary action. 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.
- 1.5 Where it is alleged that a member of staff, a governor or volunteer 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; or,
  - behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children

then the governing body will follow the school's Statement of Procedures for Dealing with Allegations of Abuse Against Teachers and Other Staff and Volunteers, the Whistleblowing policy and the guidance set out in Part Four of [Keeping Children Safe in Education DfE](#) July 2015.

## 2 Expected Professional Standards

- 2.1 All staff, governors and volunteers 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 co-operation to support the young person's learning and well-being 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<sup>st</sup> 2012](#), in particular Part 2 Personal and Professional Standards.
- 2.3 All staff governors and volunteers must be familiar with and act in accordance with [Part 1 of Keeping Children Safe in Education DfE](#) July 2015

## 3 Confidentiality

- 3.1 As data controllers, all schools are subject to the Data Protection Act 1998. 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 Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be sensitive and/or confidential. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil.

- 3.3 There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated pupil protection responsibilities.
- 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. Information must only be stored for the length of time necessary to discharge the task for which it is required.
- 3.5 If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. 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 individual's behaviour or actions, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute. The misuse of drugs, alcohol or acts of violence would be examples of such behaviour.
- 4.2 A person's dress and appearance are matters of personal choice and self-expression. However staff, governors and volunteers must ensure they are dressed in ways which 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 culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.
- 4.3 Personal property of a sexually explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media must not be brought onto or stored on the 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. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.
- 5.2 Any sexual behaviour or activity, whether homosexual or heterosexual, by a member of staff, governor or volunteer with or towards a child 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.
- 5.3 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' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".
- 5.4 Staff, governors and volunteers must not have sexual relationships with pupils, have any form of communication with a child or young person 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 young person or discuss their own sexual relationships with or in the presence of pupils. Staff, governors and volunteers should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanour and language all require care and thought.
- 5.5 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. Staff, governors and volunteers 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. A member of staff or volunteer, who becomes aware that a pupil may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague 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 which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a pupil which could have the potential to represent an abuse of trust,
- Where a member of staff or volunteer is concerned that a pupil is becoming attracted to him or her or that there is a developing attachment or dependency.
- Where a member of staff or volunteer 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 a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship

## **7 Gifts**

- 7.1 It is against the law for public servants to take bribes. Staff, governors and volunteers 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 wish to pass small tokens of appreciation to staff 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. This could be misinterpreted as a gesture either to bribe, or single out the young person. 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.

## **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, text messaging, emails, digital cameras, videos, web-cams, websites and blogs. Staff and volunteers should not share any personal information with pupils. 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. If a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment in making a response and should ensure that all communications are transparent and open to scrutiny.
- 8.2 Staff and volunteers 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 in writing with senior management.

- 8.3 It is recommended that staff ensure that all possible privacy settings are activated to prevent pupils from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.
- 8.4 Staff must not have any pupils or any ex-pupils under the age of 18 as friends on their social networking sites. Staff 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. Staff are advised not to have online friendships with parents or carers of pupils, or members of the governing body/trustees. Where such on line friendships exist, staff must ensure that appropriate professional boundaries are maintained.
- 8.5 Staff are personally responsible for what they communicate in social media and must bear in mind that what is published might be read by us, pupils, the general public, future employers and friends and family for a long time. Staff must ensure that their on-line profiles are consistent with the professional image expected by us and should not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the school's disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of the Arbury Primary School, such comments are inappropriate.

## **9 Physical Contact and Personal Privacy**

- 9.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. 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. 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 or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible.
- 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, staff should seek the pupil's permission before initiating contact. Staff 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. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.
- 9.5 Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.
- 9.6 Some staff, 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 an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil
- 9.7 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.
- 9.8 Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

## **10 Behaviour Management and Physical Intervention**

- 10.1 All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers 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 the [Behaviour Management policy].
- 10.2 Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See 'Guide for Heads and School Staff on behaviour and discipline (including reasonable force) for maintained schools' and 'Use of reasonable force - advice for Head Teachers, Staff and Governing Bodies for all Schools and Academies. Staff 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 to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. [The school has a separate policy on the use of physical intervention].

- 10.3 All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

## **11 One to One Situations and Meetings with Pupils**

- 11.1 One to one situations have the potential to make children/young persons 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. Staff 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 staff 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 worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.
- 11.2 Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless written approval is obtained from their parent/ guardian and the head teacher or other senior colleague with delegated authority.
- 11.3 No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and a senior manager/Head teacher.

## **12 Transporting Pupils**

- 12.1 In certain situations e.g. out of school activities, staff, governors or volunteers may agree to transport pupils. Transport arrangements should be made in advance by a designated member of staff. 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.
- 12.2 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
- 12.3 It is inappropriate for staff to offer lifts to a pupil outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with parents/carers.
- 12.4 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.

### **13 Educational Visits and School Clubs**

- 13.1 Staff and volunteers 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. Staff and volunteers remain in a position of trust and the same standards of conduct apply. Please refer to the school's policy on educational visits.

### **14 Curriculum**

- 14.1 Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an 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.
- 14.2 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff. Staff and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.
- 14.3 Please refer to the School's policy on sex and relationships education.

### **15 Photography, Videos and other Creative Arts**

- 15.1 Please refer to the school's guidance on the use of images and the consent forms therein.
- 15.2 Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child before any images are made such as those used for school web sites, notice boards, productions or other purposes.
- 15.3 Staff need to be aware of the potential for such images to be 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.
- 15.4 Staff 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 photograph taken.
- 15.5 Adults should only use equipment provided or authorised by the school to make/take images and should not use mobile telephones or any other similar devices to make/take images.

15.6 The following guidance must 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
- ensure that a senior member of staff 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 photographs in one to one situations.
- do not take, display or distribute photographs/images of pupils unless there is consent to do so.

## **16 Whistleblowing and Cyber-Bullying**

16.1 Staff who have concerns about any alleged abuse or inappropriate use of ICT resources, virtual learning environments, camera/recording equipment, telephony, social networking sites, email or internet facilities or inappropriate communications, whether by pupils, parents, carers or staff, or others should alert the Headteacher. Where a concern relates to the Headteacher, this should be reported to the Chair of Governors. If a matter concerns child protection it should also be reported to the Designated Child Protection Officer.

16.2 Cyber-bullying can be experienced by staff as well as pupils. Staff should notify the Headteacher if they are subject to cyber-bullying. The school will endeavour to protect staff and stop any inappropriate conduct.

## **17 Unacceptable Use of ICT Facilities and Monitoring**

17.1 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 in summary dismissal (this list is not exhaustive):

- a) 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),
- b) any other type of offensive, obscene or discriminatory material or criminal material or material which is liable to cause distress or embarrassment to the school or others.

- 17.2 The contents of our ICT resources and communications systems are our property. Therefore, staff 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.
- 17.3 We reserve the right to monitor, intercept and review, without further notice, staff 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, to ensure that our rules are being complied with and for the following purposes:
- a) to monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code:
  - b) to assist in the investigation of alleged wrongful acts; or
  - c) to comply with any legal obligation
- 17.4 Staff consent to monitoring by acknowledgement of this Code and the use of our resources and systems. 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.
- 17.5 A CCTV system monitors the School 24 hours a day. This data is recorded and may be used as evidence of any alleged wrong doing.

## **18 Reporting Concerns and Recording Incidents**

- 18.1 All staff, governors and volunteers must report concerns and incidents in accordance with the guidance set out in [Keeping Children Safe in Education DfE July 2015](#), the school whistleblowing policy and/or the managing allegations of abuse policy. The following is a non-exhaustive list of 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 (Including discussing children other than with their parent / carer.)
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Dresses in a way which is inappropriate for the job role
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her 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



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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. It will not tell you exactly what goes on in school. You can only find that out by regular visits.

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

## Contents

|            |   |
|------------|---|
| Page 3.    | About the School<br>School Governors  |
| Page 4.    | School Aims<br>Golden Rules<br>Equality   |
| Page 5.    | What we Teach   |
| Page 6.    | Expressive Arts   |
| Page 7.    | Religious Education<br>Looking After your Children  |
| Page 8.    | How the School is Organised<br>Positive Behaviour Policy<br>Anti-Bullying Policy  |
| Page 9.    | Positive Handling<br>Health and Safety (Including advice on earrings for sport)<br>Arrangements for the Youngest Children |
| Page 10.   | The School Day<br>Attendance and Leave of Absence   |
| Page 11.   | Complaints Procedure<br>Access to the Headteacher   |
| Page 12.   | Cycles<br>Health Matters<br>Headlice  |
| Page 13.   | Child Protection<br>School Uniform  |
| Page 14.   | Valuables (Including mobile phones)<br>Healthy Eating<br>School Meals   |
| Page 15.   | Finding out about your Child<br>Home Learning   |
| Page 16.   | Parents/carers in School<br>Friends of Arbury<br>Transferring to Secondary School<br>Educational Visits                   |
| Page 17.   | Sex and Relationships Education<br>Admissions Policy  |
| Page 18.   | Inclusion   |
| Page 19.   | <i>Permission for Photographs</i><br><i>Permission for Local Visits</i>   |
| Page 21-24 | <i>Admission Form</i>   |

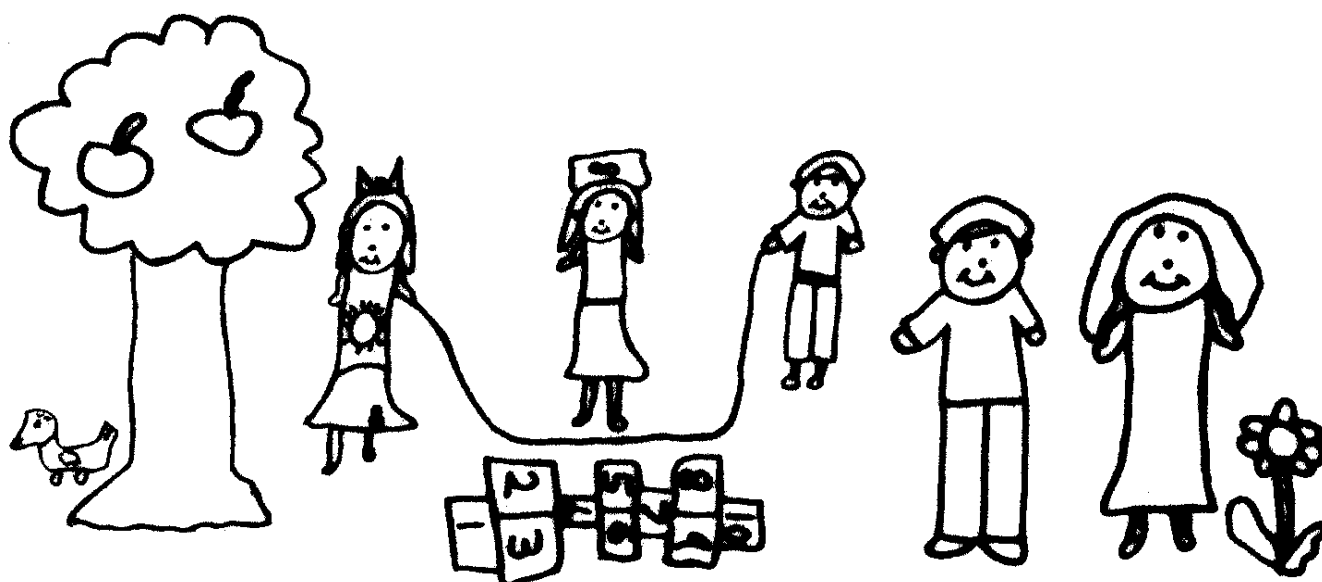
## About the School

Arbury Primary School has a strong reputation in the community and has been an 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. There are also 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.

The school has been graded as either 'Good' or 'Outstanding' by Ofsted for the 13 years that the current headteacher has run the school. Our latest report, published in April 2018, is our most positive report to date and really does capture 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.



## **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 the Golden Rules
- We will respect each other and show our 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.



## 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 in 2018. Our teachers ensure that there are always plenty of opportunities for our children.



At present we have a KS2 after-school choir, a Drama Club and a lunchtime school orchestra. 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 a half-termly rotation of singing, drama and recorder in years 3 and 4. This gives them an excellent grounding for the 'sound start project' in year 5 in which all the children are allocated a woodwind, brass or percussion instrument and taught how to play in a wind band over the year. Many children continue to learn their instruments in year 6.

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





## **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 30mins 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: 'When someone deliberately threatens, frightens, abuses or hurts another person.' 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 each year, 4-year-old children who are expecting to join the school in September and their parents/carers are invited to come into school. We run 3 '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 **starts at 9.00am** and **finishes at 3.15pm**. It is very important that children arrive at school punctually. Children should not arrive at school before 8.45 am in the morning and are expected to go straight home at the end of school in the afternoon.

Key Stage 1 children have about 21 hours and 15 minutes of teaching each week. Key Stage 2 children have 23 hours and 35 minutes teaching each week.

Key Stage 2 children wait on the playground before school until just before 9.00 am when they should line up in their classes ready to be collected by their teacher. At the end of the day, their teacher will bring out the children in KS2 to the playground.

All Reception and Key Stage 1 children should be brought to school and collected by an adult. The KS1 entrance doors open just before 9.00 am so that parents/carers can bring their children into the building and see them safely through the classroom door. After 9.05am, parents/carers will need to take children to the main office as the electronic registers will have been completed.

At the end of the day, the doors to the KS1 playground are opened so that children can be collected from the classroom. Teachers will keep children in the classrooms until an adult collects them. It is therefore important that children are collected promptly. Written consent is needed for adults other than parents/carers to collect children under 5.

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 6.00pm.

We do understand that there will occasionally be **exceptional** circumstances when parents/carers are delayed. Any children uncollected by 3.25pm 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.

*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'.

*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.

*Please enquire at the school office for a copy of our leaflet on making a complaint.*

## Access to the Headteacher

The Headteacher's room is situated just inside the main entrance. The Headteacher is always pleased to see parents/carers when he is available. For quick visits, first thing in the morning or at the end of the school day is appropriate. If you wish a longer meeting, please telephone or call in to make an appointment.





## **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 running around at lunchtimes.)

Our school uniform is based on the colours navy and yellow. School sweatshirts and fleeces in the school colours may be purchased from the School Office. 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. We keep a stock of school uniform, which can be purchased daily between 9.00am and 4.00pm from the school office.

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 under the 1<sup>st</sup> stairwell. 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 new children 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 Cambridgeshire Catering Services.

It makes it much easier for the school if lunches are ordered and paid for every Monday morning for the week. Alternatively money for a whole term or even a half term may be paid in advance. (Cheques are payable to Arbury Primary School.) However, we do appreciate that some children may prefer to order a hot dinner on a daily basis. 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. All teachers are available by appointment on a Wednesday after school. Quick messages can be given just before school begins or 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. Each half term, the school 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.

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 practice 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 bring them in at any time during the half term or after each holiday. Children will have the opportunity to share their home learning projects in class, whole school assemblies and as part of displays.

*Please enquire at the school office for 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**

The school has an active group called the Friends of Arbury who continue to provide equipment for the school and organise events which add valuable experiences to school life. Various social events and fundraising activities are organised. The events include half termly teas in which parents/carers are encouraged to stay after school for a cup of tea, something to eat and a chat, as well as events for the children throughout the year.



### **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**

Our Sex and Relationships Education does not go beyond the National Curriculum for Science, therefore parents/carers are not able to withdraw their children from the Statutory Science Curriculum. The Science curriculum is delivered in ways appropriate to the ages and stages of the children.

## **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 needs that names the school will be admitted. NB: Those children with a statement of special educational needs that does not name the school will be referred to Student Assessment to determine an appropriate place.

1. Children in Care, also known as Looked After Children (LAC)
2. Children living in the catchment area with a sibling at the school at the time of admission;
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of admission.
5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.
6. 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 (2014). If you have any concern about the special educational provision for your child, or about special educational needs provision generally, please speak to Sophie Evans, our inclusion leader.

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



### Permission for photographs

We are keen to make the local community aware of all the exciting things that happen in school. From time to time, we will want photographs to be taken for our school brochure or website. Pictures taken for use in school publications such as the school brochure or the website will use first names only.

In order that your child can appear in school publications, we ask that you complete the permission slip below.

*I give permission for my child's photograph to be used in school publications.*

Child's name: ..... Class: .....

Signed:..... Parent / Carer Date:.....

.....

### Local Visits

It is usual for teachers to take children on a number of local visits such as to the local shops, library, church etc. These local visits support ongoing work in the classrooms. These visits would not normally require any transport and the children would always be accompanied by the appropriate number of adults.

Please complete the slip below giving us permission to take your child out of school for this purpose as and when necessary. You will still be informed of any larger outings in the usual way. Please inform the office if you wish to withdraw this permission in the future.

*I give permission for my child to go on local visits during their time at the school*

Child's name: ..... Class: .....

Signed:..... Parent / Carer Date:.....





# ADMISSION FORM

Please complete all four sides then sign the last page.

The Data Protection Act and the Education (School Records) Regulations (1989) protect this strictly confidential information, stored on the school's student records database. The information on ethnic origin and first language is needed by the school and by Cambridgeshire County Council (the Children's Services Authority). This is to ensure that resources are made available when required and that the Education Service offers real equality of opportunity for all pupils.

The sections marked \* are non-compulsory. If supplied, this information will be shared with Education Welfare Benefit Service, Cambridgeshire County Council, and other relevant bodies administering public funds, who collect and use information about you so that we can provide your child(ren) with entitlement to education benefits under The Education Act 1996.

By signing this form, I confirm I understand that data will be shared as appropriate to enable: determination of the support available; verification of any entitlement to Free School Meals/Pupil Premium; prevention and detection of fraud in connection with any claims; periodic checks by the Education Welfare Benefit Service to confirm entitlement to education benefits.

Full details about how we use this data and the rights you have around this can be found at [www.cambridgeshire.gov.uk/privacy](http://www.cambridgeshire.gov.uk/privacy). If you have any data protection queries, please contact the Data Protection Officer at [data.protection@cambridgeshire.gov.uk](mailto:data.protection@cambridgeshire.gov.uk).

Legal Surname .....(as it appears on child's birth certificate)

Legal Forename .....(as it appears on child's birth certificate)

Middle Name(s) .....

Preferred Forename ..... Gender.....Male / Female

Date of Birth .....

Home Address .....

.....

Postcode ..... Home telephone number .....

In Local Authority Care ..... Yes/No If Yes, Name of Care Authority .....

Name & address of previous school.....

If this school is overseas, please give name and address of any previous UK school attended (primary or secondary)

.....

## SERVICE CHILDREN IN SCHOOL

Schools are now required to indicate whether a child has a parent(s)/guardian(s) currently serving in regular military units of any of the armed forces, and designated as Personnel Category 1 or 2. Please could you indicate if your child is a 'service child in education' by ticking one of the boxes below.

|    |  |     |  |   |  |
|----|--|-----|--|---|--|
| No |  | Yes |  | I do not wish a service children indicator to be recorded |  |
|----|--|-----|--|---|--|

### CONTACT INFORMATION

Please provide details of three parents/guardians/contacts below and place them in the order you wish them to be contacted in an emergency.

Please tell us if the information changes; we need to be able to contact you quickly if your child is ill.

#### PRIORITY 1 CONTACT

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility.....YES / NO

\*Date of Birth..... \*NI Number .....

Home address .....

.....Postcode.....

Home telephone number ..... Mobile telephone number .....

Home email.....

Work address.....

Work email..... Work telephone number .....

#### PRIORITY 2 CONTACT

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility.....YES / NO

\*Date of Birth..... \*NI Number .....

Home address .....

.....Postcode.....

Home telephone number ..... Mobile telephone number .....

Home email.....

Work address.....

Work email..... Work telephone number .....

#### PRIORITY 3 CONTACT

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility.....YES / NO

\*Date of Birth..... \*NI Number .....

Home address .....

.....Postcode.....

Home telephone number ..... Mobile telephone number .....

Home email.....

Work address.....

Work email..... Work telephone number .....

## SEPARATED PARENT INFORMATION – For parents not living with student

### PRIORITY CONTACT (Please specify contact priority)

Under the 1989 Children's Act all parents have the right to receive information about their child's progress.

Title.....Surname .....Forename.....

Relationship to student ..... Parental responsibility.....YES / NO

\*Date of Birth..... \*NI Number .....

Home address .....

.....Postcode.....

Home telephone number .....Home email.....

Work address.....Work email.....

Work telephone number ..... Mobile telephone number .....

Court Case Yes/No ..... Address can be Disclosed Yes/No

## MEDICAL DETAILS

Doctor ..... Telephone number.....

Address .....

Please state any medical conditions of which you wish the school to be made aware, (e.g. asthma, epilepsy, allergies)

.....

.....

Please state if your child has a medically diagnosed food allergy or intolerance.....

.....

Does your child have any Special Needs Provision YES / NO

If YES \*SEN Support / \*EHCP \*Statement? (\*Please delete accordingly)

## PERSONAL INFORMATION

To help us and the local authority in monitoring equal opportunities you are asked to complete the following:

1. Country of birth .....Nationality.....

2. Family's Ethnic Origin. (Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, culture, ancestry or family history. Ethnic background is not the same as nationality or country of birth.)

|                                      |  |
|--------------------------------------|--|
| White - British                      |  |
| White - Irish                        |  |
| White - Traveller of Irish Heritage  |  |
| White - Gypsy/Roma                   |  |
| White - Any other White background   |  |
| Mixed - White and Black Caribbean    |  |
| Mixed - White and Black African      |  |
| Mixed - White and Asian              |  |
| Mixed - Any other mixed background   |  |
| Asian or Asian British - Indian      |  |
| Asian or Asian British - Pakistani   |  |
| Asian or Asian British - Bangladeshi |  |

|   |  |
|---|--|
| Any other Asian background (This includes African Asian, Nepali, Sinhalese, Sri Lankan Tamil....)   |  |
| Black or Black British -Caribbean   |  |
| Black or Black British -African   |  |
| Any other Black background  |  |
| Chinese   |  |
| Any other ethnic group – please circle one.<br>(This includes Afghan, Arab, Egyptian, Filipino, Iranian, Iraqi, Japanese, Korean, Kurdish, Latin American, Lebanese, Libyan, Malay, Mauritian, Moroccan, Polynesian, Thai, Vietnamese, Yemeni...) |  |
| I do not wish an ethnic background to be recorded   |  |

3. Date of arrival in UK (if relevant).....
4. First language .....Other language(s).....
- Was the first language learned by your child other than English: Yes / No (Please delete accordingly)
- Can your child read in their home language: Yes / No (Please delete accordingly)
- Can your child write in their home language: No / A Little / Yes (Please delete accordingly)
5. Religion .....
6. If there are any religious or cultural practices of which the school should be aware, please specify.  
.....
7. Please give the name, gender and date of birth of any other children in your family.
- Name ..... Date of Birth .....Male / Female
- Name ..... Date of Birth .....Male / Female
- Name ..... Date of Birth .....Male / Female
- Any additional information.....  
.....  
.....

### TRAVEL ARRANGEMENTS

Linked to the Government's Travel to School Initiative, we are currently refining a school travel plan, which details how our students travel to and from school. We would be grateful if you could tell us what mode of transport your child normally uses. Where he/she uses more than one mode of travel for each journey to school, you should tell us the most frequently used and/or the longest element of the journey by distance.

|            |  |                      |  |           |  |         |  |
|------------|--|----------------------|--|-----------|--|---------|--|
| School Bus |  | Public Transport Bus |  | Bicycle   |  | Walking |  |
| Taxi       |  | Car/Van              |  | Car Share |  | Other   |  |

Any additional information.....

Who will be collecting your child at the end of afternoon school? .....

### LUNCH ARRANGEMENTS

| Type of Meal | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------|---------|-----------|----------|--------|
| School Meal  |        |         |           |          |        |
| Packed Lunch |        |         |           |          |        |
| Home         |        |         |           |          |        |

### DIETARY REQUIREMENTS

|                                     |  |                        |  |
|-------------------------------------|--|------------------------|--|
| Gluten Free                         |  | No Seafood             |  |
| No Dairy                            |  | Vegetarian             |  |
| No Nuts                             |  | Vegetarian and No Fish |  |
| No Pork                             |  |                        |  |
| Other Allergy (please give details) |  |                        |  |

**PLEASE NOTE: Children are not able to start school until the office has seen your child's original birth certificate. Please bring this to the school office with your completed forms.**

I certify that, to the best of my knowledge, the information on this form is correct.

Signature:.....Parent/Guardian

Date .....

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



19 April 2018

Mr Ben Tull  
Headteacher  
Arbury Primary School  
Carlton Way  
Cambridge  
Cambridgeshire  
CB4 2DE

Dear Mr Tull

### **Short inspection of Arbury Primary School**

Following my visit to the school on 23 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2014.

### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the previous inspection.

Working alongside a strong and experienced team of leaders, you have created a very special ethos that is highly praised by staff, pupils and parents and carers. This is fully inclusive and makes clear that each individual is precious. Parents said that they and their children are treated with respect and that school staff do all they can to support them. Families very much embrace the values of the school and praised the way that any concerns are dealt with. One parent said, 'They put a lot of time into teaching the kids to respect difference and challenge stereotypes.' Another said, 'They don't talk about inclusion; they live inclusion.'

The school is a hive of activity, with interested, enthusiastic pupils and energetic staff. Pupils have very positive attitudes to learning. They enjoy finding out new things and work very well together. Teachers have high expectations of them. Pupils take a pride in their work and this is reflected in the neat presentation in their books and in their tidy handwriting.

You have worked effectively to maintain and build on the many strengths identified at your previous inspection and to tackle the areas for improvement. Writing, in particular, is much stronger. Pupils have many opportunities to write at length. They write in different subjects extensively, not just in English. The work in their topic books is of the same good quality as it is in their English books. For example, in

science, Year 6 pupils wrote knowledgeably about the life of Mary Anning, the fossil hunter. Rigorous monitoring by leaders ensures that teaching remains consistently good, with teachers in all classes expecting much of their pupils. Pupils are confident to use a range of sentence structures. In 2017, their English grammar, punctuation and spelling were in line with the national average in the national assessments at the end of Year 6.

The school not only ensures that pupils do well academically; it also offers a rich and vibrant curriculum that gives pupils memorable experiences and enables them to excel in music, drama, the arts and sport. During the inspection, pupils in Years 3 and 4 were rehearsing for their end-of-term production, 'Robin and the Sherwood hoodies', with great skill and verve, demonstrating that singing and acting are real strengths.

The school has established a well-deserved reputation for celebrating difference, and its excellence as a school where all pupils are respected and allowed to be themselves is something the school community values highly. For example, leaders have put together practical advice for schools with a child transitioning gender. They believe it is important that families and young people know that equality is a legal right. The school gives out a clear message to everyone that here is a safe space. As one parent put it, 'I admire all the work the school does to promote open-mindedness, tolerance and inquisitiveness in the children.'

Governors know the school well. They consider progress against the school's termly 'raising attainment plan' at each meeting, and minutes show that they ask probing questions. They have supported a restructure of the leadership team so that you have more time to work on future plans, freed from some of the routines that others could do. Governors recognise that more can be done to raise standards for the early years children and diminish differences between disadvantaged pupils and others.

### **Safeguarding is effective.**

You have ensured that a culture of safeguarding permeates the work of the school. There is very strong pastoral support for pupils and their families. You have invested heavily in the expertise of an educational psychologist, a speech therapist and counselling and independent outreach services to enable the school to respond to needs promptly. Leaders keep very careful records of concerns and work closely with other agencies. They will challenge if they are not happy with any decisions that are made that affect their pupils.

The single central record of employment checks is complete and thorough, additionally listing the safeguarding training that all adults have received. Staff work hard to engage parents and have established positive relationships with families over time. They have built up a level of trust whereby sometimes families approach the school for support. Pupils said that they feel safe in school and bullying is not an issue. They said that they can approach staff with any concerns and are confident that they would be dealt with.

## **Inspection findings**

- In order to make sure the school remains good, I identified a number of lines of enquiry that we agreed at our initial meeting. First, we considered how provision in the early years ensures that the proportion of children reaching a good level of development rises to at least the national average. This was because, in previous years, weaker standards in writing kept scores low.
- Children often join Reception with skills below what is typical for their age. The provision is strong. Children are happy and settled. They have plenty of opportunities to write, both with an adult and on their own. For example, children wrote sentences in response to finding in the woods a giant golden egg that had been lost. Children form their letters with confidence and begin to spell phonetically.
- You acknowledge that standards have been too low in the past, but a focus on improving writing this year means that more children are on track to reach a good level of development. Targets have been raised in response to the good progress that children have made.
- Next, we considered how well middle leaders use data to raise standards in their different subjects. This was an area to improve at the previous inspection. A new tracking system has been adopted since the previous inspection, and this is ensuring that middle leaders track pupils' attainment and progress effectively. They are using this information well to gain an overview of standards in their subjects. This more rigorous approach has contributed to the rise in standards in subjects other than English and mathematics.
- Finally, we considered what the school is doing to ensure that disadvantaged pupils attain as well as other pupils, especially in key stage 1. This was because differences were considerable between the attainment of disadvantaged pupils and that of others in the key stage 1 assessments in 2017.
- The school has appointed a 'virtual pupil premium teacher' to champion the progress of disadvantaged pupils. She helps pupils to overcome barriers to learning and to understand how to learn. Teachers work hard to raise the aspirations of all pupils, but particularly of the most vulnerable. This has had a positive impact for current Year 2 pupils, for whom differences from other pupils, particularly in writing and mathematics, are much smaller than last year.
- You recognise that there is still work to do to diminish these differences in some other year groups, including in the current Year 3. While disadvantaged pupils make good progress, in some cases they do not make enough accelerated progress to catch up with their classmates, who also achieve well.

## **Next steps for the school**

Leaders and those responsible for governance should ensure that they:

- build on work to improve writing in the early years so that the proportion of children reaching a good level of development moves closer to the national



average

- continue to diminish differences between the attainment of disadvantaged pupils and the others by the end of each key stage.

I am copying this letter to the chair of the governing body, the regional schools commissioner, and the director of children's services for Cambridgeshire. This letter will be published on the Ofsted website.

Yours sincerely

Nick Butt  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I held meetings with you, other school leaders, four governors including the chair, and pupils. I held a telephone conversation with a representative of the local authority and with an independent adviser. We visited all classrooms. We also observed a rehearsal for the end-of-term production. I examined a range of documents, policies and assessment information. I considered 57 responses from parents to Ofsted's questionnaire, Parent View and 55 free-text responses and spoke to parents in the playground before school. I also noted responses by pupils and staff to their respective questionnaires.

## **Arbury Primary School Policy Statement on the Recruitment of Ex-offenders**

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>

- As an organisation which uses the Disclosure and Barring service, the Governing Body of the school complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the school is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

**Having a criminal record will not necessarily bar you from working at the school.** This will depend on the nature of the position and the circumstances and background of your offences.