



Green Lane
Primary & Nursery School

Staff Handbook 2025-26

GLPNS values

Positive, Hardworking & Polite

Part of the



Coombe
Academy Trust

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Safeguarding

Safeguarding is the statutory responsibility of all employees of GLPNS.

All staff must sign in and out daily, via InVentry, and wear a school lanyard to identify as staff. If you lose your lanyard you must notify the Office Manager. If any unknown people are walking around the school at any time during the day without identification, staff are required to politely approach them and ask them if they have reported to the office.

All members of staff are required to read and understand 'Keeping Children Safe in Education Part 1' and the GLPNS Safeguarding and Child Protection Policy.

Any disclosures or concerns should be immediately reported to the Designated Safeguarding Lead (DSL) or deputy DSL who will then follow the Child Protection Policy.

If external classroom doors are opened during lessons, please make sure they are closed before you leave the classroom at any time during the school day.

All safeguarding concerns – however minor – must be recorded on a PINK 'Safeguarding Incident' form (available from the school office, See Appendix 3) and handed to the DSL or Deputy DSL.

Emergency Procedures

A fire drill will take place every term. It is **essential** and the **responsibility** of all staff members to sign in and out each and every day via the InVentry system.

Evacuation Procedures:

In the case of emergencies, the alarm siren will sound throughout the school.

Instructions are displayed in each room and staff need to know the procedures for each room that they work in.

In the case of an evacuation, staff are required to stay with the class they are working with and ensure the pupils in their care leave the premises safely and quickly.

Teachers will carry out a head count of their class and report the total number to the office staff. Staff should not go back in to school to look for missing pupils. Staff must notify the member of the office staff taking numbers if there are any missing pupils

Lockdown Procedures:

A lockdown practice will take place in the Autumn term as a minimum. Lockdown procedures may be activated in response to any number of situations. The lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. The procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. Full details of the procedures staff should follow [w GLPNS Lockdown Procedures for all staff.docx](#)

Accident/Illness Procedures:

If a child is injured during the course of the day, first aid treatment will be given by a qualified first aider..

Pupils with serious illness or injuries should be taken to the office for them to treat the injury, call an ambulance or send the child home.

If help is required in an emergency, please notify the office ASAP. All staff must undertake training in the management of asthma, diabetes and how to administer both an epipen and defibrillator.

A list of qualified First Aiders is displayed in every room throughout the school.

Asthma Pupils

We have an Asthma Pupil List of children within the school, which we update regularly.

When parents/carers have confirmed that their child has been diagnosed as asthmatic and has been prescribed a reliever inhaler we ensure that the pupil has been added to the Asthma Pupil List and their class red medical box label has been updated with:

- An up-to-date copy of their personal asthma action plan
- A signed Parental Agreement for the School to Administer Medicine
- Their reliever (salbutamol/terbutaline) inhaler in school

The up to date Asthma Pupil List – can be found in the First Aid Cupboard.

Asthma Inhaler pupils 2025-26

- If the pupil is on an Asthma Plan and has a completed a Parental Agreement for the School to Administer Medicine, we use this permission from the parents/carers as consent to use our emergency salbutamol inhaler if they require it and their own inhaler is broken, out of date, empty or has been lost.
- We should not administer the salbutamol inhaler to a child that has not been diagnosed with asthma or is not included on the list.
- We would still call parents as a priority.

Epi Pen/AAI Device Pupils

We have an EpiPen Pupil List which we update regularly. When parents/carers have confirmed that their child has been diagnosed with an allergy and has been prescribed an EpiPen we ensure that the pupil has been added to the Epi Pen Pupil List and their class red medical box label has been updated with:

- An up-to-date copy of their Allergy Action Plan
- A signed Parental Agreement for the School to Administer Medicine
- Their EpiPen

The up-to-date EpiPen List – can be found in the First Aid Cupboard along with our spare EpiPen

Epi Pen Pupils 2025-26

- If the pupil is on an Allergy Plan and has a completed Parental Agreement for the School to Administer Medicine, we use this permission from the parents/carers as consent to use our emergency EpiPen if they require it and their own epi pen is broken, out of date, empty or has been lost.
- We should not administer the EpiPen to a child that is not included on the list.
- We would still call parents as a priority.

The EpiPen should be injected into the upper outer thigh. If someone appears to be having a severe allergic reaction (anaphylaxis), you MUST call 999 without delay, even if they have already used their own EpiPen, or a spare EpiPen. In the event of a possible severe allergic reaction in a pupil who does not meet the above criteria, emergency services (999) should be contacted and advice sought from them as to whether administration of the spare emergency is appropriate.

Logistics

Please read in conjunction with the staff code of conduct.

Teachers' expected working hours are between 8.30am-4.30pm in order to be available to teach and liaise with colleagues. Staff are required to have their classroom clearly organised and prepared for the daily sessions in good time for the start of the day and be available to meet with families from 8:30am when needed.

Green Lane is open for staff from **7.00am** until **6.00pm** each working day and is usually open for staff for part of the school holidays between **9.00am** and **3.00pm**.

At Green Lane we operate a zero tolerance debt policy, which applies to staff as well as families. School meals must be paid for in advance using the Arbor payment system.

New staff and Early Career teachers

Staff who are newly appointed to the school will follow a programme of induction and support according to the Induction Policy.

Early career teachers will be appointed a mentor. Their induction will comply with government guidelines.

ECTs receive 10% non contact time a week in year 1 and 5% in year two, on top of their PPA. This time must be used productively, in line with identified targets, and spent observing good practice, visiting other schools, meeting colleagues, such as subject leaders and the Inclusion Manager in accordance with their induction plan.

Staff Absences - reporting absence and requesting leave

ALL staff must contact the Headteacher on 07803 158 533 between 6:30am and 7:15am if they are unable to work for any reason. Please inform the Headteacher if you have **additional responsibilities requiring cover, such as break duty or a club**. Please inform the Headteacher by 3:30pm on each day of your absence regarding your return to work. **If you are absent from school for any reason, you must complete an absence form on your return to work. These are available from the office. If you do not complete an absence form, you might not get paid for the duration of your absence.**

More regular absences will need a return to work interview with a member of the headship team and/or our HR Manager (in accordance with Managing Health and Attendance Policy); this will be a formal meeting and will look at sickness patterns, the consequences of regular absences, ways to improve the sickness record and support the school may be able to offer.

A typical School Day

Reception to Year 6 - pupils arrive between 8:40am and 8:45am

Pupils are registered on Arbor at 8:50am. Pupils arriving after 8:50am are recorded as late and must be sent to the office to collect a late pass.

Afternoon registration:

Nursery additional sessions, Reception - Y2 : 1:00pm (registration closes at 1:10pm)

Y3 - Y6: 1:30pm (registration closes at 1:10pm)

Nursery starts at 9:00am (doors open 8.50am) and finishes at 12:00pm. During the afternoon the Nursery offers self-funded or government funded extended care until 3.00pm. Pupils must be registered on Arbor for both sessions.

The register is a legal document and is essential in case of an emergency as we need to know which pupils are on the premises.

Following an attendance register a school meal register is taken using Arbor.

All pupils should enter school at the start of the day through the classroom external door. Parents of pupils in Nursery – Y4 drop off and collect pupils from the external classroom door.

Only pupils in Y5 and 6 who have written parental consent will be allowed to go home independently and these teachers will walk their class round to the front of the school at the end of the day.

Break time and lunch time arrangements

Break times (applicable to KS1 and KS2 only) *Please see the rota for break time duty.*

All staff will be on duty daily at break time and are expected to be positive with pupils and be proactive in initiating games and activities to engage the pupils in positive play.

The end of break time is marked by the use of 1, 2 and 3 blasts of a whistle to indicate tidy-up time, lining up, and quiet to walk back to classrooms. The end of lunchtime play is indicated by a sounder.

During lunchtime play, pupils may play across the school site in different zones. During wet weather/when the grass is wet at the discretion of the staff on duty and if they have old tracksuit bottoms and a pair of trainers (not PE Kit) to wear. Reception children wear a red high vis. At the start of the Autumn term they play in their own area; they transition into the wider site when the Reception team feel they are ready, the start of the Spring term at the latest.

*Lockers should be labelled with the child's name via a treasury tag through the lock. Please do not stick labels to the lockers.

Bad weather at breaktime

Pupils will remain in class and be supervised by their Class Teacher or a Teaching Assistant. Separate resources for these sessions are available and stored in the classrooms.

Daily Mile/Exercise

Every class undertakes daily exercise.

- Allow 15 minutes from desk to desk i.e. at least 10 minutes of exercise.
- Can take place at any time during the day-remember the idea is to complete when you feel your pupils need the brain break/are less focused/just before a test or something you require optimum focus on. (In very hot weather please complete the daily mile outside the hours of 10:30am and 2:00pm)
- It is the expectation that staff complete this with their pupils again at their own pace
- If it is wet play the daily mile may be missed-however if blue skies appear in the afternoon take the time for the mile then!
- Assuming the field is dry this is where your mile will be undertaken. If it is muddy please use one of the playgrounds

Snacks

All pupils in EYFS and KS1 receive a snack and pupils in KS2 are encouraged to bring their own mid-morning snack – **only fruit or vegetables**. These should be eaten in the classroom during snack time, which is either before or after playtime. During this time the Teachers will read the class novel to the pupils.

EYFS pupils access snack time through a self-service snack bar during the morning session.

Lunchtimes

- **Lunchtime takes place from** 12.00pm – 1:00pm,
- Pupils can have a hot meal via counter service at their tables or bring their own packed lunch.
- Pupils with specific food needs will have a dietary plan.
- At lunchtime, the SMSAs are responsible for ensuring the appropriate use of a variety of resources for the pupils to use plus general first aid duties. There are quiet areas, in addition to organised and physical games
- SMSAs are responsible for supervising pupils to play safely in appropriate areas and in the diner hall
- Equipment should be set out before the lunchtime session starts with daily checks for any broken or unsafe items.. Equipment should be rotated, so pupils do not get bored.
- SMSAs have a timetabled role at lunchtime.
- SMSAs should also encourage pupils to eat their lunch and notify teachers of any eating concerns with individual pupils.
- Pupils should only be sent to first aid if a member of staff feels they need treatment. A maximum of one person should accompany them. Any child with a bumped head must be accompanied to first aid by another child or adult. Any regular attendees should be reported to the school leadership team.
- Pupils who are feeling lonely, cannot find their friends or do not know who to play with on a particular day should be encouraged by lunchtime staff to join in the games and activities of others.

Pupils ARE NOT ALLOWED TO BE IN ANY CLASSROOM UNSUPERVISED.

Staff Contribution to our School Community

| | Autumn 1, Spring 1, Summer 1 | | | Autumn 2, Spring 2, Summer 2 | |
|---|------------------------------|--|---|------------------------------|--|
| Tuesday 3:40p.m. – 4:45p.m | Staff Training | All teachers support staff welcome | Tuesday 3:30p.m – 5.00p.m | Leadership Team Meeting | |
| Thursday 3:30p.m – 5.00p.m | Leadership Team Meeting | | Thursday 3:40p.m. – 4:45p.m | Staff Training | All teachers Support staff welcome |

Staff Tutoring Pupils

Staff may not tutor current pupils of GLPNS or use the GLPNS premises to tutor pupils from another school.

Staff Running Clubs or extra-curricular activities

There is an expectation that all teachers will run an after-school, breakfast or lunchtime club/booster session once a week for a minimum of a term throughout the year. In order to share the workload, it is encouraged that teachers do this in pairs. ECTs are welcome to run a club but it is not an expectation.

Information sharing with colleagues

A staff update is emailed out twice weekly. Staff are asked to email the Office Manager with any information they want circulating to staff. A parent bulletin is sent out each Thursday which staff are required to read. All messages to parents are to go through the office..

Please note that there is an expectation that staff check their work emails daily **within their working hours**. There is no expectation that emails be responded to outside of working hours. The checking of class emails beyond 8:30am and 4:30pm is strongly discouraged. Staff should not forward a parent email received to a colleague's personal email outside of these hours.

Assemblies

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|
| 2.50pm Headteacher/DHT Assembly Y1-Y6 | 2.50pm Class RHE session In classrooms | 2.50pm Singing Assembly Y1-6 School Hall | 2.50pm Class/Year Group Assembly to school | 9.00am Class Assembly to Parents School Hall |
| 2.45pm HT/DHT EYFS assembly | | | | |

Finishing the school day

EYFS

Nursery pupils finish at 12:00pm or 3.00pm

Reception pupils end their day at 3:10p.m.

All pupils in the foundation stage have a password. Adults other than parents/carer familiar to the EYFS team collecting pupils from school will need to give the password to the teacher / TA before the child is allowed to leave with this person.

KS1

All pupils in KS1 are dismissed at 3:15 p.m.

Staff will ensure that the pupils are collected at the classroom by a known or designated person (who has been made known to them). If staff do not know the person collecting the child, it is necessary for you to contact their main carer or go to the main office and check the validity of the person.

KS2

All pupils in KS2 are dismissed at 3:15 p.m.

Pupils in Y3 and 4 are collected at the classroom external doors by a known or designated person.

Teachers of Y5 and 6 will ensure that the pupils walking/riding home alone (written consent is required from parents) leave school in an orderly manner by walking them round to the front of the school building after those being collected by an adult have been dismissed.

Any pupils not collected by 3.30pm must be taken to the office and await collection – the office team will record the late pick-up on InVentry. Ensure you have made a member of the office team aware of a child's presence before you leave the child.

Managing Pupils' Behaviour

All teachers are responsible for supporting the positive behaviour of all pupils in the school and following the Behaviour Policy and the Anti bullying Policy.

Each week staff are asked to choose a Role Model of the Week. This certificate is presented to the child in assembly.

All behaviour incidents should be recorded on Arbor (under the section Students > Behaviour > Incidents > Behavioural Incidents > Log New Incident) and SLT should be informed if support/advice is needed.

Incidences of Racism or Homophobia must be recorded separately on a PALE GREEN 'Racist/Homophobic Incident Record' form (available from the school office, see Appendix 4) and handed to the DSL. Please note incidences of racism are also reported to the Local Authority on a termly basis.

School Visits

All trips must be relevant to the curriculum and planned well in advance of the day they are due to take place. The schools 'visit timeline' must be followed and it is the class teacher's responsibility to ensure deadlines are met. A timeline for each trip will be shared, once approved by the Deputy Headteacher, outlining dates and those responsible. Prior to all trips teachers must meet with any parent volunteers to discuss the risk assessment and expectations.

ALL PARENTS ACCOMPANYING pupils ON A SCHOOL VISIT MUST BE DBS CHECKED.

This can be done through the School Office. Occasionally, on agreement from a member of SLT a non-DBS parent may attend when the class remains together and on completion of a Risk Assessment.

Working with Parents

Class Teachers should make themselves available to have a few words with parents at the classroom door at the start and end of the day, when in class.

If parents have a concern or issue, they should talk to the Class Teacher in the first instance before being referred to SLT to discuss their concerns if necessary.

All discussions with parents regarding concerns they may have about their child or school (such as incidents with another child, bullying, complaints about other pupils/parents, curriculum content, child's progress) must be recorded on Arbor. If in doubt as to whether to log it- log it.

If you need support or advice please speak to a member of SLT and inform SLT if you feel they should be aware.

It is essential that all group communications to families go via the office. Please email all correspondence to the Office Manager who will ensure that it conforms to the school's corporate presentation and arrange to send it by Arbor.

Class email account

Every class teacher has a class email assigned to them. Please note that there is an expectation that staff check their work emails daily **within their working hours**. There is no expectation that emails be responded to outside of working hours.

In keeping with our data protection regulations, pupils' names should not be used in email chains outside of Coombe Academy Trust.

Phoning or speaking to parents in person is recommended over the use of email.

Staff should save any emails received and responses they send and record on Arbor with any follow up notes (see Appendix 2 for instructions for how to do this).

The email MUST be deleted after actioning and filing for GDPR purposes.

Parents' Consultations

Parent Consultation Evenings are held towards the start of the Autumn and Spring terms. A ten minute block is allocated for each consultation. The main focus of the session is to discuss pupil progress against previous targets and to set new targets in view of recent performance.

End of year school progress reports are written about each pupil in accordance with statutory requirements. Should parents wish to discuss any issues arising from their child's annual report they can book an appointment with their child's Class Teacher.

Parent Tours

The headteacher undertakes regular tours for prospective parents. This is to help promote GLPNS and support parents in making an informed decision. During this time parents will be brought into classrooms.

Open Days

GLPNS opens its doors to prospective parents. During this time, parents will be shown around the school, including classrooms.

Open Evenings

In the Summer term, the parents are invited to attend an open afternoon at school. Parents have the opportunity to look at their child's work and talk to both the current teacher and the teacher for the next academic year.

PTA – the Friends

It is the expectation that staff support our parent body and the 'Friends' (Parent Association) through attending fundraising events throughout the year.

Teaching and Learning

Classroom Resources

All pupils in Year 1-6 should have a pair of outdoor shoes and a pair of joggers in school to wear during outdoor learning and PE sessions.

Pupils in Year 3-6 have an individual pencil case and contents provided by the school. Items to be 12 coloured pencils, 3 whiteboard pens, 1 purple polishing pen, 30cm ruler, glue stick and 2 HB pencils. (This year this is being provided for all pupils by the Friends (PTA)) Every chair in the classroom has a chair pocket in which the pupils' pencil case, whiteboard and reading books are to be stored. In the event of needing more items staff should speak a member of the office team.

Curriculum Planning

- All teachers have access to Cornerstones- the school's curriculum planning and progression platform.
- A half termly Topic map of objectives to be achieved for the year group is displayed in class and once checked by the Headteacher, shared with the parents each half term via Google Classroom. These must be completed a week before the end of the previous half term and saved to the relevant place on Google Drive. These are also displayed on the school website.
- Weekly plans and timetables are planned as a year group in conjunction with curriculum and subject leaders. These should be saved on Google Drive so it is accessible to all coordinators for monitoring.
- Weekly timetables should be displayed on your classroom door.
- Home learning goes out to pupils half-termly via Google Classroom. These must be completed a week before the end of the previous half term. Teachers are responsible for saving these onto Google Drive. Weekly tasks are also set by teachers via Google Classroom. Parents are aware there is not expectations that feedback will be given on work submitted.
- Planning should be shared with all adults working with a class at least a day in advance of the lesson. Work for adults to be completed with groups of pupils should be prepared in advance and available to support staff at the time required.
- Google classroom is used as a tool to support blended learning. Home Learning is set and can be submitted via the classroom.
- The school holds records of pupils' attainments in national tests and teacher assessments in Arbor.
- All teachers should look at the reports their pupils received from their previous class teacher.
- The Office Manager will circulate a termly Class Profile. This should be accessible to all teaching staff, including TAs and supply staff, so they are aware of the individual needs in the class

- Forest School sessions take place throughout the year with groups of pupils. Teachers are asked to support pupils to be ready for their sessions and communicate with parents for permission and ensure the clothing required is in school when needed.
- Some pupils may have music lessons during the school day. Teachers are required to support these by making sure pupils are able to leave the class when needed.

Although we acknowledge that academic achievement is very important, we also nurture all aspects of pupils' development. Social, physical and academic achievements are recognised and celebrated throughout the school.

SEND register and ASPs/Provision Maps

Quality first teaching is the first tool to support all pupils to reach their potential. Throughout the year dates will be set to review those pupils with support plans. The following actions are the responsibility of the class teacher:

1. If in class interventions for pupils do not have the impact required, further discussions of need should be had with the SENDCo. This should be made via an appointment. Parents should be kept informed of any concerns to ensure transparency, especially if it is decided the child should be placed on the SEND register.
2. For all pupils placed on the SEND register, an Additional Support Plan (ASP) is needed which will be shared with parents. The ASP will show short-term targets and will be reviewed termly by the class teachers.
3. Staff are expected to provide a class provision map termly which identifies all interventions/provision for all pupils in their class.
4. Educational Health and Care Plan (EHCP) is a legal document for pupils with more complex needs. This document outlines the long-term outcomes for the child, with recommendations of how this can be achieved. An ASP is also written by the class teacher with short-term targets. The teacher will contribute and attend Annual Review meetings where progress is discussed and new outcomes written.

General Information

Extended Provision

The school provides extended provision through our Green House. The provision is run from a building by the school hall and accesses school accommodation, such as the nursery, hall and outdoor play areas.

- Sunrise – 7:30am – start of school
- Sunset 1 – end of school– 4:30pm
- Sunset 2 – end of school– 6:00 p.m.

(Care for children in school holidays is provided by an outside provider–Stay Active 9:00am –3:00pm during most holiday periods)

Photocopier

The photocopiers are available to all staff. Copying should be done in black and white where at all possible. The photocopiers are password protected and will be released via your staff lanyard or google login details.

Telephone/mobile phones

Staff mobile phones

Personal mobile phones must only be used in the staffroom and office areas. Smartwatches should be put into flight mode or removed while pupils are in school. They are not to be used in the presence of pupils unless as part of the school's Critical Incident Plan/Lockdown/Fire Procedures. Please note as with any personal possessions it is the teacher's individual responsibility to ensure that their belongings are stored securely. During school visits and journeys, for Health and Safety reasons, staff must collect a school mobile phone to use for the duration of their time off-site. Staff phones must NOT be used to photograph or video pupils without prior consent for the Headteacher.

Pupils in Y5 and Y6 may bring their mobile phones into school.

In this instance, pupils should hand their phone to their class teacher at the start of the school day and they will be stored in their classroom until the end of the day. All phones must be switched off. Pupils Smartwatches should be put into flight mode or removed during the school day.

Health and Safety

Staff must ensure that classrooms are kept tidy to enable cleaning to take place and help to prevent accidents from occurring. Teacher's computer desks must be kept clear for cleaning.

Extension leads must not be overloaded and all electrical equipment used in school must be PAT tested.

Staff must ensure corridors are kept clear to avoid trip hazards and to keep escape routes clear in the event of a fire.

Staff are also reminded not to overload shelving or to stack items high on cupboards that could pose a hazard to themselves and others.

Staff are asked to help keep outdoor areas clean and tidy.

Staff must report maintenance issues as soon as possible using the 'Site Issues' button on the staff portal.

Pupils with injuries

In the event a pupil sustains an injury and requires a cast, crutches etc. an injury provision plan must be completed and agreed with parents before the pupil can be in school.

Finally, the school enjoys a co-operative and mutually supportive staff team. If you have a question or need help in any way, just ask!

Staffing Structure 2025-26

Headship Team

| Headteacher | Deputy Head | Assistant Head | Early Years Lead |
|---|--|--|-----------------------------------|
| Sally Berlemont Deputy DSL Teaching & Learning Reading Lead | Alison Reed Deputy DSL Curriculum | Nee Tewari DSL Inclusion Lead | Vicky Parnell EYFS Lead |

Senior Leaders

| | |
|-------------------------|------------------------------|
| Kelly Brand (Year 1) | Michelle Jonsson (Year 4) |
|-------------------------|------------------------------|

Coombe Academy Trust Central Team

| | | |
|---|---------------------------------|--|
| Esther Brooks CEO | Stella Lawton COO | Sarah Lomer & Chloe Barlow Director of People/HR |
| Debbie Castanheira Director of Finance | Shoaib Nassir Director of IT | Charlie West Director of Premises |

Class Teachers

| Year Group | Class 2025-26 | Teacher/s |
|------------|---------------|------------------------------|
| Nursery | Cherry | Miss S. Davis |
| Reception | Fir | Miss E. Smith |
| Reception | Pine | Miss V. Parnell |
| Year 1 | Ash | Miss C. Mercer |
| Year 1 | Rowan | Miss K. Brand & Mrs K. Ost |
| Year 2 | Birch | Mrs K. Norridge |
| Year 2 | Larch | Miss S. Steward |
| Year 3 | Lime | Mr M. Furner |
| Year 3 | Willow | Miss S. Hasan |
| Year 4 | Hawthorn | Mrs J.Ray & Miss R. Musgrave |
| Year 4 | Elm | Mrs M. Jonsson |
| Year 5 | Sycamore | Miss M. Daly |
| Year 5 | Spruce | Mrs H. Buckingham |
| Year 6 | Oak | Mrs R. Draper |
| Year 6 | Chestnut | Mrs C. Dore |

Teaching and Learning Support Team

| Other Teachers | | | | | |
|---|--------------------------|--------------------|---------------|-----------------|---------------|
| Mrs E. Tapp (Sport) | Mr W. Witold (French) | Mrs S. Hughes | | | |
| Outdoor Learning and Forest School | | | | | |
| Mr G. Fairclough | Mrs V. Hoban-Read | | | | |
| Higher Level Teaching Assistants/Early Years Educators | | | | | |
| Mrs S. Dattani | Mrs K. North | Miss L. Evans | Mrs G. Burt | | |
| Learning Support Assistants | | | | | |
| Mrs J. Fiorellino | Mrs C. Howes | Mrs T. Matthews | Mrs A. Watson | Mrs T. Reader | Mrs S. Timms |
| Mrs S. Crossley | Mrs. N Seymour-Roll | Ms. M Taudul | Mrs I. Vos | Mrs C. Norinder | Miss A. Fenoy |
| Mr C. Hillard | | | | | |

Admin Support & Premises

| PA to Headteacher /Office Manager | Admissions Officer | Receptionist | Finance Assistant | Premises Manager | SEND Support |
|--|-------------------------------|--------------------------------|------------------------------|-----------------------------|-------------------------|
| Shirley Cresswell | Anna Perry | Stephanie Long & Laura Peck | Charlotte Carter | Dan Turner | Victoria Power |

Green House & School Meals Supervisory Assistant

| | | | |
|-------------------|---------------------|----------------|------------------|
| Miss M. Taudul | Ms V. Power | Mrs N. Danter | Mrs B. Garner |
| Mrs J. Bovey | Mrs L. Fewtrell | Mrs I. Schmitt | Miss R. Bristeir |
| Mrs S. Dyson | Mrs R. Featherstone | Mrs L. Bela | |
| Ms S. Ameresekere | Mrs D. Davies | Miss M. Gecaj | |

Appendix 1 Classroom Environment

Maths environment expectations

Working wall at the front of the classroom (includes adult modelled examples; key vocabulary for the topic you are teaching; examples of pupils' work)

- Maths visuals to support age appropriate learning:

Examples:

- number bonds, birthday's display, days of week, months of year, 100 square, number line (0-100/1-20/-10-10), place value (including what will be covered - decimals)

Equipment to be in labelled drawers or organised in a way that pupils can easily access materials

- Bead string (year 1)
- Smaller 100 squares
- Number lines
- Multilink cubes
- Numicon
- Place value sliders
- Place value counters
- Double sided counters
- Diennes
- Times Table squares
- Gattegno charts
- Decimals place value counters for Y5/6

English environment expectations

- Working wall at the front of the classroom (includes adult modelled examples linking to plot points/shapes (Jane Considine); key vocabulary for the topic you are teaching; examples of pupils' work)
- Writing rainbow poster

Spelling Wall

- Spellings and spelling patterns currently being taught and helpful ones to refer back to
- Sounds Write phonics - all years
- *appropriate resources to year group: phonics sound mats, word banks, handwriting models

Foundation Subjects/Mini Projects Working Walls

- Mind map of prior learning from first lesson, built on following each lesson
- Key vocabulary, pictures, questions to recap learning and prompt thinking
- Examples of pupils' work
- Separate sections for Science, History, Geography, DT and A&D

Classroom Libraries

- A range of books
- Books organised by colour sticker (red = a more difficult read, green = just right, purple = an easier read); Goldilocks Poster
- Distinctive poetry area
- Accessible books (e.g. not overfilling your book box/shelf)
- Recommendations by both staff and pupils
- Class novel displayed on class doors

Broader Curriculum

- Weekly timetables on door
- Most up to date provision map/class profile inside cupboard door
- Display books linked to topic
- World Map
- History timeline
- Visual Timetable at the front of the classroom

EYFS

English

- Examples of adult modelled writing and 'real' writing, children's writing
- Writing area with wide range of resources/stationery
- Listening Centre
- Sounds pupils are learning displayed as learning them, then added to wall
- Clipboards
- Outdoor writing and mark making resources easily accessible
- Everyday words displayed and accessible
- Themed reading display
- Books to support areas of learning where appropriate
- Maths
- Number line
- Numbers 0-30 at front
- 3D shape/2D shape
- Birthdays
- Reception- 'tens frame' attendance
- Bar model- how many children in school

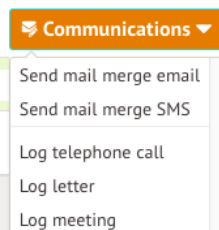
- The Learning Environment in each classroom must be conducive to good learning
- It needs to be planned carefully and reviewed regularly to reflect the learning needs of all pupils
- Displays must be accessible for pupils to use.
- The size, position, height etc. should be carefully considered so that pupils can see them
- All drawers and resources should be labelled to enable easy access for all
- Ensure there is enough natural light coming into the classroom-no more than 25% of the windows and doors are to be covered
- The school adopts a clear desk policy for staff

Appendix 2 How to record parent communications on Arbor

From the Communication area:

- If you're an Admin, you can log a call from *School > Communications > All School Communications > Telephone Calls*.
- If you're a teacher, you can log a call by going to *My items > My Communications*.

Click the orange Communications button and select Log telephone call.



« Back

Log Telephone Call

Call will be linked to: Caller and call recipient

Time of call* 09:39 15th Oct 2018

Call direction* Incoming or outgoing ▼

Caller Choose call direction first ▼

Other caller

Caller number ▼

Other caller number

Call recipient Choose call direction first ▼

Other recipient

Recipient number ▼

Other recipient number

Subject

Summary

Requires action by Leave empty for no action required

Cancel Log telephone call

Appendix 3 PINK 'Safeguarding Incident' Form

GREEN LANE PRIMARY SAFEGUARDING INCIDENT FORM

| |
|-----------------------------------|
| DATE: |
| PERSON REPORTING INCIDENT: |

| | |
|-----------------------|--------------------|
| NAME OF PUPIL: | YEAR GROUP: |
| | |

Details of concern or incident: *(Please describe as fully as possible and use the pupil's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)*

ACTION TAKEN:

Has SPA been informed ? Yes / No
OUTCOME:

SIGNED: _____

DATE: _____

| | |
|------------------------------------|--|
| ADULT REPORTING INCIDENT | |
| CP DESIGNATED OFFICER – Nee Tewari | |
| HEAD TEACHER – Sally Berlemont | |

Please ensure that the completed form is given to the Designated Safeguarding Lead, Nee Tewari or Deputy Designated Safeguarding Lead, Sally Berlemont or Alison Reed

Appendix 4 GREEN Racist/Homophobic Incident Form

Racist/Homophobic Incident Record Date Incident Logged on System _____

| | | |
|--|------------------|-------------------------|
| Full name : _____ | Male / Female | Ethnicity Code _____ |
| Year : (Circle) Nursery / Reception / YR 1 / YR 2 / YR 3 / YR 4 / YR 5 / YR 6 Class : _____ | | |
| INCIDENT LOGGED ON COMPUTER : YES BY WHOM: Q drive / Behaviour Management / Logs/ Year | | |

| Type of Racist Incident | Cross | Persons involved | Cross |
|--|--------------|--|--------------|
| | | Pupil to pupil | |
| Abuse of family/origins | | Parent to pupil | |
| Racist joke | | Pupil to parent | |
| Ridiculing differences | | Pupil to staff member | |
| Racist graffiti | | Parent to staff member | |
| Refusal to sit next to/talk to | | Parent to parent | |
| Racist comments during lessons | | Staff member alleged perpetrator | |
| Abuse of personal property | | Other | |
| Jostling/pushing | | | |
| Punching /kicking | | Action Type | Cross |
| Use of a weapon | | Discussion | |
| Incitement of others | | Reprimand | |
| Bringing in of racist material | | School Sanction | |
| Wearing of racist badges/insignia | | Parental/Carer involvement - perpetrator | |
| Other Information: | | Parental/Carer involvement - victim | |
| | | Fixed term exclusion | |
| | | Other agency involvement | |
| Homophobic language: | Cross | | |
| Using any homophobic language in a derogatory manner that causes offence | | Other action : | |

| |
|---|
| <p>Those involved: <u>Names of perpetrator or perpetrators :</u></p> <p><u>Names of victim or victims:</u></p> |
|---|

Description of Incident : (also tick action type above)

Why do you think this happened?

Description of ACTION TAKEN :
OUTCOME: (also tick Action Type Box above)

Has the incident been resolved? Yes / No
If no please state why:
Have the parents been informed? Yes / No
If no please state why:

Any further action taken:

| | | |
|---------------------------|--|-------------------|
| Form completed by: | | Signature: |
|---------------------------|--|-------------------|

| | | |
|---------------------------|--|-------------------|
| Class Teacher: | | Signature: |
| KST Leader: | | Signature: |
| Inclusion Manager: | | Signature: |
| Deputy Head: | | Signature: |
| Head Teacher: | | Signature: |