

Wren's Nest Primary School

STAFF HANDBOOK 2026



(This handbook should be read in conjunction with the 'Code of Conduct' for Employees at Wren's Nest Primary School and the LA Code of Conduct)

What Is a Teacher?

By Barbara Cage

*A teacher is someone
who sees each child
as a unique person
and encourages individual
talents and strengths.*

*A teacher looks beyond
each child's face
and sees inside their souls.*

*A teacher is someone
with a special touch
and a ready smile,
who takes the time
to listen to both sides
and always tries to be fair.*

*A teacher has a caring heart
that respects and understands.*

*A teacher is someone
who can look past disruption
and rebellion,
and recognize hurt and pain.*

*A teacher teaches the entire child,
and helps to build confidence
and raise self-esteem.*

*A teacher makes a difference
in each child's life,
and affects each family
and the future of us all.*



Introduction and welcome!

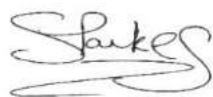
I am very pleased to welcome you to Wren's Nest Primary School and thank you for joining our dedicated staff team. We are very proud of our school which is situated in Dudley, in the heart of the Black Country.

At Wren's Nest we want to create a learning environment that is exciting, challenging, safe and happy. We want to unlock the potential of every child to help them to achieve their very best both academically and socially. We offer an exciting curriculum for children between the ages of 2 and 11. Staff pride themselves on ensuring that Wren's Nest is a friendly, welcoming school for all children, parents and visitors.

We hope you enjoy working with us to achieve our aims and make a difference to the children we teach. Success at primary school makes a difference to a child - for life! **You** will make a difference every day - it is a huge responsibility but a rewarding one. At Wren's Nest all staff are 'teachers' in some way - we all influence children's education and provide the role model for behaviour and respect.

Haim Ginott was an educationalist in the early 70s. He identified the power that a teacher can have in the classroom and the influence a teacher has on the behaviour of children in the classroom. No matter what your personal mood or feelings are - it is essential that we all take a deep breath and smile as we greet the children each morning! It's quite a responsibility, isn't it?! But also, the best job in the world!

I hope you enjoy working at Wren's Nest as much as I do!



Sarah Parkes – Headteacher

The Teacher By Haim Ginott

*I've come to the frightening conclusion that
I am the decisive element in the classroom.*

*It's my personal approach that creates the climate.
It's my daily mood that makes the weather.*

*As a teacher, I possess a tremendous power
to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.*

*In all situations it is my response
that decides whether a crisis will be
escalated or de-escalated
and a child humanized or dehumanized.
understands.*

*A teacher is someone
who can look past disruption
and rebellion,
and recognize hurt and pain.*

*A teacher teaches the entire child,
and helps to build confidence
and raise self-esteem.*

*A teacher makes a difference
in each child's life,
and affects each family
and the future of us all.*



Key School Staff

Headteacher	Mrs Sarah Parkes
Deputy Headteacher & Operational Designated Safeguarding Lead	Mrs Hannah Smith

SEND Team

Strategic Leader for Inclusion	Mrs Gemma Donaghue
Assistant SENDCo	Miss Hannah Elsbey
SEND Team Leader	Miss Chloe Bridge

Strategic Leaders for Curriculum Development

Mrs Melissa Wyer
Mrs Sarah Abbiss
Mr Stephen Butler

Phase Leader

Early Years Foundation Stage	Mrs Rebecca Wood
Years 1, 2 & 3	Mrs Emily Vivash
Years 4, 5 & 6	Miss Danitta Carter

Other Support Staff

Family Support Workers	Mrs Julie Smith Mrs Tracey Cadman
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Learning Mentors	Mrs Jill Bayliss Mrs Jane Round Miss Alicia Jones Mrs Claire Malpass-Barrows Miss Rachel Bytheway
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School Business Manager	Mrs Tracey Parsons
Office Manager	Miss Michelle Wilkes
Attendance Officer & Administrator	Mrs Jo Hill
Administrator	Miss Janet Groom
Administrator	Ms Nicola Spicer
Administrator	Miss Ella Brookes

Site Manager	Mrs Karolina Hinc
Assistant Site Manager	Mr Adam Mansell



Policies to Be Read in Conjunction with the Staff Handbook

Safeguarding & Conduct

- Child Protection & Safeguarding Policy
- Keeping Children Safe in Education
- Staff and Dudley MBC Codes of Conduct
- Safer Working Practice Guidance
- Prevent Duty Guidance
- Low-Level Concerns Policy (if separate)

Professional Standards & HR

- Attendance Policy & Procedures
- Employee Conduct and Behaviour Policy
- Employee Wellbeing Policy
- Equality, Diversity & Inclusion Policy
- Family and Care Givers Support Policy
- Home Working Policy
- Managing People and Change Policy
- Teacher Pay Policy
- Working Hours and Remuneration Policy

Data, Information & Online Safety

- Data Protection Policy
- Acceptable Use Policy
- E-Safety / Online Safety Policy
- Information & Cyber Security Policy
- Freedom of Information

Operational & School-Wide Policies

- Health and Safety Policy
- Fire Risk Assessment
- Risk Assessment Procedures
- Behaviour Policy (for understanding professional boundaries with pupils)
- Complaints Policy
- Educational Visits Policy
- First Aid & Medical Needs Policies
- Emergency Procedures / Lockdown Procedure

Compliance

- Code of Conduct for Governors (if staff need awareness)
- Financial Regulations / Finance Handbook
- GDPR Privacy Notices (Staff, Pupils, Parents)

Additional Policies:

- Intimate Care Policy
- Physical Intervention / Positive Handling Policy
- Attendance Policy (Pupils)
- Anti-Bullying Policy
- Curriculum Policies

Contents

1. General School Organisation

- 1.1 School Times
- 1.2 Early Birds Breakfast Club
- 1.3 Briefings
- 1.4 Staff Meetings
- 1.5 Leave, Notification of Illness & Other Absences
- 1.6 Class Registers / Attendance
- 1.7 Phases of the School – Phase Leaders
- 1.8 Classes and Organisation of Educational Provision
- 1.9 Breaktimes / Wet Playtimes
- 1.10 Lunchtimes & Class Mentors
- 1.11 After School Clubs
- 1.12 End-of-Day Routines
- 1.13 ICT – Staff Intranet / Email / School Website
- 1.14 Dress Code
- 1.15 The School Kitchen
- 1.16 Mobile Phones in School
- 1.17 Guidance for Staff Using Social Networking Sites
- 1.18 Adverse Weather & School Closure Procedures
- 1.19 Timesheets

2. Resources

- 2.1 PPA
- 2.2 Resource Requests / Photocopying
- 2.3 Staff Pigeonholes
- 2.4 Classroom Resources

3. Child Protection & Health and Safety

- 3.1 Child Protection
- 3.2 Health & Safety
- 3.3 Fire Procedures
- 3.4 Risk Assessments / School Trips
- 3.5 School Nurse
- 3.6 First Aid

4. Behaviour in School

- 4.1 Behaviour Policy & Ethos
- 4.2 Team Points
- 4.3 Learning Mentor Team

5. Important Areas of the School & Non-Teaching Staff

- 5.1 School Office
- 5.2 Staffroom
- 5.3 Staff Car Parking & Visitors' Entrance
- 5.4 Non-Teaching Staff Contents



General School Organisation

1.1 School Times

School opens	7:15am approximately
Early Birds breakfast club	8:20am
Briefing in phases/Hall	8:30am
Children come into school	8:40am
EYFS lunchtime	11:55am (come into hall as part of teaching tie at 11:30am)
KS1 lunchtime	11:55am
Years 3 & 4 lunchtime	12:10noon
Years 5 & 6 lunchtime	12:40pm
EYFS & KS1 afternoon begins	12:45pm
Y 3 & 4 afternoon begins	1:00pm
Y 5 & 6 afternoon begins	1:30pm
KS1 afternoon break	2:00-2:15pm
End of school	3:20pm
After school clubs	3:20-4:20pm
School closes	6:30pm

1.2 Early Birds Breakfast club

Early Birds starts at 8:20am and is available every morning. The children come into the main hall between 8:20am and 8:30am and can have a breakfast including items such as cereal, fruit/yoghurt and milk for their breakfast. They then have access to board games, activities and time to chat with staff and make friends. It is an important time for many of our children, as it ensures they have had a nourishing breakfast and any problems they may have can be dealt with. It is available for all children from Reception to Year 6. There is no cost to the children who attend.

1.3 Briefings

Staff briefings are held at 8:35am Tuesday to Thursday as phases. On Monday Friday, a whole school briefing is held in the hall at 8:30am when key messages are shared and diary dates (known as the "What's on") for the following week are circulated and any other important but brief news is shared.

1.4 Staff meetings

Staff meetings are held on Tuesdays and take place from approximately 3:40 to 4:40pm. These meetings are important and used for school improvement and development issues. All teaching staff and HLTAs are expected to attend these meetings, and absence will only be granted by the head teacher in exceptional circumstances.

1.5 Leave/notification of illness/requests for other absences

Please do read the school's Attendance Policy so that you understand how your responsibilities and how requests for leave, sickness and any other leave is requested/granted.

For all year round local government staff annual leave has to be approved in advance by the Headteacher or School Business Manager. Once approved this needs to be entered on to My HR PIMs.

If, in the unfortunate event you are unable to attend work on any given day due to illness or unforeseen circumstances, please contact The School Business Manager after 7am, failing that the Headteacher, your Phase Leader or the office team.

It is also important to let your Phase Leader know by phone or message as early as possible, so that appropriate cover can be arranged for the children in your class or your role within school.

On return to work from a sickness absence, it is necessary to arrange a back to work meeting with your Phase Leader or Line Manager to complete a self-certification (pink form). This is essential - the school admin team will follow up any missing forms and ask again, however it is your responsibility to arrange to complete this form on the first day back after your sickness. If you don't it may result in your sickness record not being completed and therefore could be questioned by Dudley's HR team and a deduction of pay applied.

No one is expected to come to work when they are ill or to return until they are fully recovered and even the healthiest of us will sometimes require time away from work. However, staff may be required to attend additional meetings with the School Business Manager/Headteacher if the level of absences are causing a concern. School may also refer employees to the occupation health service if further advice is required so we can provide appropriate support and workplace adjustments as necessary.

Absences for other reasons may be paid or unpaid as per our Attendance Policy, including medical appointments, compassionate, bereavement, dependency leave etc. These need to be requested as far in advance as possible for by completing a leave of absence form (blue) and passing to your Phase Leader/Line Manager.

Any exceptional requests for leave need to be submitted in writing to the governing body and submitted via the Headteacher.

1.6 Registers/Attendance

Registers at Wren's Nest are kept through the electronic system called 'Arbor'. Registers should be taken at the start of each morning and afternoon session. After 9am and 1pm children should be marked as 'absent' - this will then be changed by the office if the child arrives late.

Encouraging the children to attend school is a priority at Wren's Nest and each week an award for the class with the highest attendance is given during the Friday morning assembly. We ask all staff to encourage and praise good attendance and motivate the children to have a class responsibility to encourage good attendance from their peers.

Our Family Support workers (FSW) and Attendance Officer monitor the attendance of all children in the school. They will perform checks on children who are late and may visit your class to see if they have arrived during the course of the morning. If there is a problem regarding the attendance of an individual child, they will always inform staff and work with the families to try and resolve issues/remove barriers that may be preventing children from attending school regularly.

If any child is unwell, please check with a member of the leadership team before sending them home and ensure that the FSW and/or Attendance Officer is informed.

1.7 Phases of the school

The educational provision at Wren's Nest is managed across 3 phases:

- Early Years Foundation Stage (covers 2 year olds up to Reception)
- Years 1-3 (Key Stage 1 and Year 3 from Key Stage 2)
- Years 4-6 (Key Stage 2)

We also have a number of Strategic Leaders that lead on the quality of teaching and learning, curriculum development and Inclusion.

1.8 Classes and organisation of educational provision

Foundation Stage: The Foundation Stage has a Time for Twos provision for 32 2-year-olds, a Nursery which can accommodate up to 104 children (52 in the morning and 52 in the afternoon) and two Reception classes, each which can accommodate 30 children.

Key Stage 1: KS1 has two classes in Y1 and two classes in Y2. In addition to this we have a booster class ('Sunflowers') which is a mix of children in Y1/2 for Literacy and Numeracy in the mornings and a Nurture Group (Rainbow Room).

Key Stage 2: KS2 - Again, there are two classes per year group. We have an additional set for each year group, this enables the more able children to be stretched and challenged, and we have booster classes that support children that are behind their peers. We have 2 'Mainstream Plus' provisions for children with significant SEN needs - Shooting Stars have children with complex learning needs and The Pod for children with SEMH needs.

1.9 Break times / Wet playtimes

We have invested time and money into the development of break time routines to ensure that children engage in positive, active play and enjoy a good break.

The teachers break time duty rota is organised in phases and shared amongst all teaching staff. At Wren's Nest, children do NOT line up at the end of break times as lining up can cause behaviour issues, so it is avoided whenever possible. Children are expected to walk calmly in from the playground and there is a natural exodus from the playground.

Teaching assistants are timetabled to be outside to interact with the children with a teacher who is on duty. All staff are expected to be proactive outside, moving around the playground and talking with the children. At Wren's Nest we try to pre-empt any potential difficulties and de-escalate situations before they arise!

As we all know, wet days can sometimes be difficult in any school however we are usually successful in making them a positive experience at Wren's Nest. If it is raining when the children arrive at school, they will come straight into their classes at 8:40am. The teacher will need to be present in the classroom to supervise the children as they arrive.

During wet break times the class teacher is responsible for the care of their children in their class/set. Classroom assistants will be available to release staff for short periods so teachers can have a comfort break or make a drink.

Every class has at least 1 box of wet playtime games for the children to play with.

There are also plenty of resources for children to colour or draw. If children wish to use the computers in the room, the class teacher is responsible for deciding as to whether they can or can't use them.

1.10 Lunchtimes & Class Mentors

At Wren's Nest each class has a Class Mentor who is attached to their own class, every lunchtime. The Class mentor is responsible for their class, taking them down to lunch, encouraging high quality speaking and listening, role modelling good manners and appropriate speaking and initiating positive play outside and organising lunch clubs inside.

The Class Mentors also work additional hours in the classroom under the supervision of a teacher and to suit the requirements of the class and teacher with whom they are working. This enables the class mentor to be an important part of the staff team and not a 'dinner lady'!

Class mentors and the team of Learning Mentors maintain records of any incidents which have happened during lunchtime and consequences given, if required.

1.11 After school clubs

Teachers and teaching assistants offer a wide range of after-school clubs for KS1 and KS2. The clubs change each term and are designed to appeal to as many children as possible. After school clubs offered by the teaching assistants and are free to all children.

1.12 End of the day routines

School finishes at 3:20pm, Monday to Friday. There is no school bell - the children in KS1 are 'handed over' to parents as they arrive and the class teachers are responsible for dismissing each class at 3:20pm in KS2. At 3:15pm parents are allowed onto the KS1 playground. KS1 children are collected by their parents. Y5/6 children are allowed to walk home on their own, if they are not usually collected by an adult. Parents of children in Reception are allowed into the unit at the end of the day to collect their child from their key worker group.

1.13 IT- School Intranet / email / school website

All staff are issued with a username, with which they can access the school devices, RM Unify and Office 365. All staff have to comply and agree to the terms and conditions of the 'Staff Acceptable Use' policy. The school website address is www.wrens-nest.dudley.sch.uk and is regularly updated with useful information and pictures for parents, children and staff. There are links on the 'Teachers' page to useful websites and links related to school.

1.14 Dress Code

Staff are expected to dress in a professional and appropriate manner. We try to be reasonable and practical depending upon what lessons staff are teaching and believe in being dressed appropriately for the task in hand.

However, unacceptable items of clothing are: jeans, leggings, crop tops, and items of clothing with the with inappropriate logos/language, stiletto heels, flip flops, excessively short skirts/dresses or revealing clothing.

Visible tattoos are acceptable, so long as they are inoffensive and do not contravene the school ethos and vision. When teaching a PE lesson, staff should be dressed appropriately with trainers and jogging bottoms.

Sensible footwear is essential to avoid slips and trips and therefore open toed sandals are not advisable.

Exceptions may be made in inclement weather and will be decided by the Headteacher or another member of the leadership team.

1.15 The School Kitchen

We are fortunate to have a school kitchen with an excellent team of staff who cook tasty and delicious lunchtime meals for both children and staff. If you require a school lunch, please order before 9am on the day at the school admin office along with information for payment using Scopay on-line payment system. If you do not require a full lunch, salad boxes, jacket potatoes, toasties and a selection of baguettes and sandwiches can also be ordered.

1.16 Mobile phones in school

Mobile phones are an integral part of all our lives.

In school, mobile phones should be kept away from children. They should be on silent or switched off and kept in your locker or in a drawer in the classroom. Phones should not be kept in pockets. Staff are free to use their phones away from children during their lunchtime. If you have an emergency or a reason that you may need to take a phone call when working with children, please speak to a member of the SLT first. #

Your phone must not be used to take pictures of children. If you have to give out your phone number to other members of staff, please make sure that children are not privy to this information either directly or indirectly. There are school phones around the school which are to be used for phone calls regarding school issues. If you have to make any personal calls, please use your mobile at an appropriate 'off duty' time and away from children.

1.17 Guidance for staff using social networking sites

Social networking platforms (such as Facebook, Instagram, TikTok and similar services) allow users to communicate, share photographs, post comments and interact socially online. These sites are designed for personal use, but they also collect profile information and may use it to target advertising or share data more widely than users realise.

As professionals working with children, staff must ensure that their online behaviour is consistent with the standards expected within a school environment. Allegations relating to inappropriate online conduct are increasing nationally, and it is essential that staff communicate in ways that minimise any risk of misinterpretation. Staff are in a position of trust and are often viewed as role models; therefore, maintaining clear professional boundaries online is vital.

Professional Boundaries:

- Staff must not add, follow or accept "friend" or connection requests from pupils, former pupils, or parents/carers on any personal social media account. Doing so compromises professional integrity and blurs essential safeguarding boundaries.
- Staff should be "web-savvy" and ensure their online presence does not undermine their role or the reputation of the school

Dudley e Safety Team Guidance

To protect yourself and maintain professional standards, staff should follow the guidance below:

- **Privacy Settings:** Review and adjust privacy settings so that your profile, photographs and personal information are visible only to people you have intentionally added. Many platforms default to "public" visibility.

- **Profile Image:** Use a neutral, professional profile picture. Avoid posting or sharing images that could be considered inappropriate, embarrassing or unprofessional.
- **Friend Requests:** You are under no obligation to accept friend or follow requests. Decline or ignore requests from people you do not know or do not wish to connect with.
- **Choose Contacts Carefully:** Consider who you add to your social network and be aware of their own privacy settings, which may expose your information more widely.
- **Do Not Accept Requests from Pupils or Parents:** Never accept friend requests from pupils, ex-pupils, or parents/carers. Remember that former pupils may still have close connections with current pupils.
- **Posting on Others' Pages:** Be aware that comments posted on a friend's page or "wall" may be visible to all of their contacts, even if they are not yours.
- **Groups and Networks:** Privacy settings for groups or networks may differ from your personal profile. Joining a group may make parts of your profile visible to all members.
- **Family Connections:** If younger family members are connected to pupils, be mindful that your posts may be visible to them.
- **School-Related Social Media:** If a social media account is required for a school project or initiative, staff must create a separate professional profile and must not use their personal account.
- **Photo Tagging:** If you or others are tagged in online photographs, the entire album may become visible to a wider audience. You may remove a tag, but you cannot remove the photo itself.
- **Photo Sharing Sites:** Some photo-sharing platforms do not default to private settings. Review and adjust these carefully.
- **Friends Posting Images:** Friends may upload photos of you that you would not choose to share. Address concerns directly with the individual rather than contacting the website.
- **Website Policies:** For adults over 18, social media platforms will only act on issues that breach their terms and conditions.
- **Online Behaviour:** Be aware of the potential for excessive use of social networking, gaming or browsing. Adults can also develop unhealthy online habits.
- **Digital Footprint:** It is not possible to remove yourself entirely from the internet. Public records (such as electoral rolls) and archived web content may remain accessible.

1.18 What to do in the unlikely event of adverse weather and a school closure

Only on extremely rare occasions does Wren's Nest ever close! We constantly encourage and promote good attendance as every day of learning is important. In the event of snow, learning continues as normal, reinforcing our ethos and staff take the children out at break times to enjoy the snow.

If in the unlikely event the school has to be closed for any reason, then staff will be contacted by their Phase Leader or a senior member of staff. The school website and Parent Hub is also used to inform parents and children, where important messages will be posted on the home page.

If the school has to be closed and we have prior notice, letters will be sent home with children and messages also put on parent notice boards and the school gate. If school is closed, the staff email system will also be used to update staff.

1.19 Timesheets

All time sheets are now submitted directly through your MyHR and is authorised by the School Business Manager electronically via PIMS, so it is important we do not miss the HR deadline. A paper copy of your time sheet must also be submitted to the School Business Manager and signed by your Phase Leader.

It is vitally important that you put all the correct information, as failure to do so could result in not getting paid, especially if the time sheet has been rejected and returned to you. School has to comply with regular financial audits, so submitting time sheets timeously, in the correct financial year, is very important for school's budget.

We will not accept time sheets that are over 3 months old - if you do not submit your hours within a 3-month period they cannot be claimed as HR will not process the claim.

Please remember to enter:

- Ensure you claim the correct days and hours that you worked.
- Submit reason(s) for any time claims
- Total your hours correctly and use hours and minutes on your clerical sheet but MyHR PIMs is a decimal.

Resources

2.1 PPA

PPA is timetabled so that staff have their PPA with their partner teacher, to optimise valuable time required to plan together as a year group. There are spare network points for laptops around school or use Wi-Fi. Staff can also use the group rooms to work during their PPA provided that they are not being used for afternoon interventions and groups. Children have priority for room space, so please check with Phase Leaders.

Guidance on teaching terms and conditions, including PPA can be found here:

[School teachers' pay and conditions - GOV.UK](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions)

Full web address: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

2.2 Resource request/photocopying

All staff are issued with a code for the photocopier. If you require any help using the copying facilities, please ask the office staff who are always happy to help.

The photocopier is able to copy in black and white and colour.

Colour copying is expensive and costs 10 x the amount of mono (black and white), so should only be used when it really enhances the learning - not just to make worksheets look pretty!

To reduce the burden on teaching staff and ensure that teaching assistants can be in the class with the children, during lessons rather than photocopying, every class has a folder that they can take to the office with requests for photocopying and laminating, which the office will willingly provide given the appropriate notice for the request you have.

2.3 Staff pigeonholes

Staff pigeonholes are located on the right-hand side as you enter through the rear staff entrance. Please check these regularly where you will find a variety of information. As we have a large staff, please feel free to distribute information that you may have to staff through this route.

2.4 Classroom Resources

At the start of the autumn term each class is given the consumables that they require to help the children to produce high quality work that they are proud of. Consumables are to be used, not to be stored in cupboards, indefinitely!

Please check that the children have access to pencil crayons, pencils, rubbers etc. as many unnecessary difficulties can arise from a lack of pencils or sharing rubbers! In the meantime, if you do require anything that you don't seem to have, please ask.

It is an expectation that each classroom will have their resources organised in a tidy manner so that the children can access them independently and can be taught to look after and value the resources that belong in their special room. If you have borrowed resources for your class from the shared resource areas, please be vigilant in returning them so that everyone can benefit from the purchases that Wren's Nest has invested in.

Child Protection and Health and Safety

3.1 Child Protection

It is the responsibility of all staff to report any areas or concerns regarding a child's welfare via MyConcern, but an electronic software system does not replace the importance of professional dialogue between staff and members of the safeguarding teams and leadership. Safeguarding is the cornerstone of everything we do at Wren's Nest.

Safeguarding/Child Protection training will be held bi-annually for all staff and new staff will receive Child Protection training from the DSL, as part of their induction programme.

3.2 Health & Safety

The school has a comprehensive health and safety policy, which is available on the school shared policies area. All staff have a duty to co-operate and implement the policy in both complying with safety procedures identified and reporting any incident/situation which is or might prove hazardous. Please report any health & safety issues to the School Business Manager or a member of the Site Team.

3.3 Fire procedures

The fire procedures for each class are listed next to the door of each classroom. Please read Section 4 of the Fire Risk Assessment Policy and be familiar with the method of exit for the children you are responsible for. Fire drills will take place termly and staff will be informed of any matters arising.

3.4 Risk Assessments/School trips

Wren's Nest runs an extensive enrichment programme, where every child in the school goes on a minimum of 3 trips every year. However, we must ensure that all children and staff will be safe when we take children out of school. Part of this procedure is completing the Risk Assessment. Dudley has an online procedure for Risk Assessment 'Evolve' that MUST be carried out as per our Educational Visits and Local Area Visits Policies, prior to a trip taking place.

When you are in the process of organising a trip, please speak to one of the Educational Visit Co-Ordinators, Headteacher or the School Business Manager, who will be happy to help with the logistics and to advise regarding completion of the Risk Assessment.

Any planned trips should be inclusive for all our children.

Participating in a group trip should never be used as a sanction for poor behaviour (this is not part of our behaviour policy). Please refer to the Headteacher if you have any concerns regarding a child or any trips you are planning.

3.5 School Nurse

Our school health advisor visits us regularly, to see children who have been referred for a variety of reasons. Any other concerns, please speak to a member of the SEND team.

3.6 First Aid

There is a register in school of all children who have specific medical needs, dietary requirements and allergies. A number of staff hold the First Aid at Work qualification which is the qualification to cover administering first aid to children and staff, please see staffroom for up-to-date information on who currently holds the qualification.

All Class Mentors have the St John Emergency 1st Aid training and cover the lunchtime period in the hall and the playground.

During playtimes, if children require medical attention beyond a small graze, a qualified member of staff should be sent for and will assist in the phase cloakrooms where the first aid kits and accident books are kept.

It is the responsibility of each teacher to check that every child who has Asthma, always has their inhaler in class with them. This should also accompany the child during PE sessions and trips. Any child who brings medication into school should take it straight to the office where their parent/guardian will be required to fill out a form. Please ask any of the designated staff if you wish to find out any more information or if you have concerns about a child.

Behaviour in School

4.1 Policy and Ethos

All behaviour management at Wren's Nest is carried out through an extensive list of positive rewards and the children generally respond well to this system. Rewards can range from praise, stickers, team points, merits and good behaviour awards for the term. Staff act as good role models – demonstrating how to speak to others in a positive and calm manner and shouting at anyone is not acceptable.

Children who have difficulties with behaving in the correct way will have an Individual Behaviour Plan (IBP) and we have a team of five Learning Mentors whose job it is to support children both in class and at break and lunchtime. However, there are times when consequences are necessary.

At Wren's Nest we follow the following guidelines to managing behaviour:

Managing inappropriate classroom behaviour

We have a consistent approach to the management of inappropriate behaviour within the classroom. It is a staged approach, which should be followed by all members of staff. Staff in the classroom can; effectively deal with most inappropriate behaviour exhibited by children. More extreme behaviours may require the help and support of other members of staff. In response to this, at Wren's Nest, we have developed a two-tiered system of behaviour management.

For behaviours that are appropriate for staff to deal with themselves then the "Consequence Pathway" is used to manage classroom behaviour effectively

Minor, low-level disruptions

These are likely to take place in all schools such as, telling tales, talking while the teacher is speaking, messing with objects on the table, arguing/ disagreeing with another child etc.

1. Warning – a discreet and quiet warning given by the teacher to the child to reinforce expectations of good behaviour and make it clear that the current behaviour is unacceptable
2. Thinking table – following a warning, if the behaviour continues the child should be asked to go and sit on a quiet table, away from others for 5mins, (self-timed using a sand timer). At the end of this time hopefully the child will be ready and focused to re-join the class.
3. Calm down time (CDT) – when behaviour is more inappropriate or if previous strategies have not been effective, the child needs to calm down in their partner class for 5mins (again self-timed).
Being sent to CDT has to have a follow up consequence (otherwise children might quite enjoy a little break from the classroom occasionally!). The time needs to be paid back to the teacher at the earliest available opportunity (i.e. break/lunch) to make up for the work that they have missed (this should not exceed 10 minutes).

Managing more severe behaviour

Verbal or physical abuse from a pupil directed at a child or member of staff should always be referred to the Head or Deputy immediately. The teacher, on the child's behaviour referral sheet, should record a detailed account of the event. Each time a child is referred the Deputy Head teacher will keep a record of the referral, and these referral sheets will form part of the behaviour monitoring system, carried out by the Learning Mentors and the DHT, to track children who are causing concern and to ensure that appropriate strategies are being fully utilised.

Repeated Inappropriate Behaviour

If a child has accessed calm down time twice in a short period (morning or afternoon) and is still not responding well, then they need to be referred to the Deputy Headteacher. The easiest way to do this without disrupting the class is to ask a support member of staff to inform a learning mentor and they will take the child from the class and make the referral to the DHT. The Deputy will utilise all available behaviour records to discuss, in depth, the child's behaviour with them. Parents should be spoken to by the class teacher (with the DHT if needed) at the end of the school day so they are aware of their child's behaviour. For continuous repeated inappropriate behaviour, which is proving disruptive to education of the child or others, a referral will be made to the Headteacher.

Record Keeping

Class teachers have behaviour files to maintain a class/individual pupil record to monitor the use of this pathway. ***If any child is being sent to CDT on a regular basis then it is the class teacher's responsibility to discuss these issues with their parents, either after school or at a mutually convenient time that has been arranged.*** When meeting with parents, positive news should always be shared, and strategies should be suggested to support good behaviour. At this point, the class teacher should begin to maintain individual behaviour records for that child. If the child is taught by another teacher or works with teaching assistants in small group interventions, they should also maintain individual records for the child, at the request of the class teacher. If behaviour still does not improve the class teacher should seek the advice of the Deputy Headteacher. Behaviour sheets are monitored at the end of each month and the analysis shared with staff to look at ways to improve regularly occurring incidents.

A staged response to managing break and lunchtime behaviour

All break and lunchtime incidents will be investigated with independent witnesses (children and adults) to ensure that a full picture of the incident has been formed before the incident is recorded in the book and a consequence given.

Modified break and lunchtime consequences for Foundation Stage and KS1

Consequences for incorrect behaviour for younger children in the school need to be modified so that they are appropriate for the age of the child. Whenever possible, children in FS and KS1 should have immediate consequences.

4.2 Team Points/Houses

Wren's Nest has four teams, Bears, Eagles, Dolphins and Tigers. The children in each class are divided equally between them. Team points are a method of rewarding children immediately for things such as good manners, a good answer, politeness, ignoring bad behaviour etc. Team point total should be sent on a slip to the Headteachers Office on Thursday afternoon so a score and a team weekly winner can be announced on Friday in the whole school assembly.

4.3 The Learning Mentor Team

The Learning Mentor team work throughout school and are there to support children who require additional behaviour support, and they provide interventions for other children who may require support to help them to improve their self-esteem/anger management/personal hygiene/social skills and/or nurture requirements. They also support our Children in Care (CiC) and follow up daily child protection concerns. If you have a child who you have concerns about, please a member o the team to discuss your concerns.

Important areas of the School & non-teaching staff

5.1 The School Office

The School Business Manager and some of the Admin team work all year round. Any administrative staff will be pleased to assist you whenever they can.

It is helpful if requests for stock / resources etc are managed through the requisition sheets rather than an immediate request in person. The school office gets very busy and often staff are dealing with a parent at the front desk and a telephone call. It is really hard to hear if there is other conversation going on in the office.

Please make sure you give the office plenty of notice if you are planning an activity and require resources purchased and consideration is given to ordering resources to allow deliveries in term-time, as things often go missing if deliveries are attempted during school holiday periods.

5.2 Staffroom

The staffroom is for use by all staff. It is a friendly and happy place to be. If you are having a bad day, make sure you spend 10 minutes in the staffroom at lunchtime and you are guaranteed to come out smiling! There a fridge, toaster and microwave for staff use.

Please respect the staffroom and clear up after yourself, ensuring that any plates and cutlery that belong to the school kitchen are returned as a priority.

5.3 Staff car parking and entrance

The staff car park is accessed at the rear of the school, via the Foxglove Road entrance. School does not accept any responsibility for damage, accident or loss to your personal belongings or vehicle. Please use the staff car park as children are not allowed to use this side of the building, so we are able to keep the children safe from the large volumes of moving traffic from staff vehicles. If there are no spaces available, please use the visitor car park on Marigold Crescent – please do not block staff in on the car park or park in front of the large skip. The car park leads to the staff entrance at the rear of the school, and the doors are accessed using the electronic key fob that the office staff will issue you with. Please always keep your fob safe as school security is very important to ensure that we know who is on site at all times.

Please do not let other visitors into school unless you accompany them to the front office to sign in. This is important for the safety of the children. Never allow parents or unauthorised people to 'tailgate' you in to school.

5.4 Non-teaching staff

The admin team are here to help everyone with any type of administration query. We also have two site staff who are both here to ensure the school is kept clean and tidy. They open every morning and lock up every evening. If you require any help, then please ask the office staff who will call them for you.

If you have a repair or something that needs the site team's attention, please email them, as this enables them to manage their time effectively.

**At Wren's Nest, we believe in making a difference in children and families lives every day, not just academically, but socially, morally and for the good of the future generations.
Thank you for being a part of this privilege we hold.**

Once upon a time, there was an old man who used to go to the ocean to do his writing. He had a habit of walking on the beach every morning before he began his work. Early one morning, he was walking along the shore after a big storm had passed and found the vast beach littered with starfish as far as the eye could see, stretching in both directions.

Off in the distance, the old man noticed a small boy approaching. As the boy walked, he paused every so often and as he grew closer, the man could see that he was occasionally bending down to pick up an object and throw it into the sea.

The boy came closer still and the man called out,
"Good morning!
May I ask what it is that you are doing?"

The young boy paused, looked up, and replied "Throwing starfish into the ocean. The tide has washed them up onto the beach and they can't return to the sea by themselves," the youth replied.

"When the sun gets high, they will die, unless I throw them back into the water."

The old man replied, "But there must be tens of thousands of starfish on this beach. I'm afraid you won't really be able to make much of a difference."

The boy bent down, picked up yet another starfish and threw it as far as he could into the ocean. Then he turned, smiled and said,

"It made a difference to that one!"

adapted from The Star Thrower by Loren Eiseley (1967 - 1977)



***"Alone we can do so little;
together we can do so much."***

Helen Keller

