

James Dixon Primary School

James Dixon Primary



Staff Handbook

2025-2026

James Dixon School is a vibrant, diverse, caring and happy community where everyone is committed to providing the best learning opportunities for our pupils. Our key values include the development of pupils' independent learning, the ability to accept challenge and to believe in themselves. Learning Outside the Classroom and The Arts are central to our Creative Curriculum which enable pupils to have fun and become productive citizens who take pride in their school community. Here at James Dixon each of us is: 'Learning to be the best I can'

JAMES DIXON PRIMARY SCHOOL

Staff Handbook

Absence of children

- If any adult has any concerns about an absence or identifies a pattern of absences please inform the attendance officer, the Safeguarding Lead or the Deputy/Head Teacher ASAP.
- Please see the Attendance & Punctuality Policy for full procedures.

Absence of staff

- If you are ill and unable to come into work you should contact your Phase Leader by 7am on the first morning and give an indication of how long your absence is likely to last.

Phase	Leader
Preschool	
Reception	Robin Entwistle
Years 1 & 2	Melanie Walker
Years 3 & 4	Rachel Huxley
Year 5 & 6	Phil Coxley
Colourful Class	Michelle Aldred

- If the illness is likely to be just a few days you should contact the school each day before 3pm and let the school office know if you will be in the following day.
- The first five days of an illness are self-certificated; after that a doctor's certificate is required.
- If a doctor's certificate is issued it should be sent to school as soon as possible so that it can be processed.
- On return to school you should ask the Officer Manager which forms you need to complete as they vary depending on the length of the absence.
- On return to school you should always see the Executive Headteacher or Head of School so they can speak to you about your absence or illness and give you any additional information you might need before returning to your post.

Accidents & illness of children during the school day

- All accidents, other than very minor ones, should be recorded using Meditracker by the person who first dealt with it or by one of the Qualified First Aiders. A copy of the record will be emailed home to the child's parent/carer.
- If the accident is of a more serious nature where hospital attention is needed an on-line Accident Form must also be completed and signed off by a Senior Leader.
- If the accident is such that a visit to hospital may be required the parents/carers must be contacted as soon as possible to inform them of the accident and to ask them to take their child to casualty.
- If the accident is of a very serious nature an ambulance must be called immediately and the parents/carers contacted as soon as possible. A member of staff should accompany the child in the ambulance if the parents/carers have not been able to get to school in time.
- If there is any doubt as to how serious an accident is then a senior member of staff must be consulted immediately. Furthermore, all accidents which are serious enough to possibly require hospital treatment must be reported to a senior member of staff.

- If a child has received a minor bump on the head a Meditracker record should be completed and there should be a phone call home. If the head injury is anything more than minor the parents must be contacted as soon as possible and advised to take their child to casualty as a precaution.
- If a child is taken ill then the parents must be contacted as soon as possible in order that they may collect their child from school.
- In all cases of accident and illness the child's wellbeing is the primary concern and therefore it is better to be over cautious when making judgements and deciding on what action to take.


Assemblies

- Assemblies are held at 10.15 -10.30am Monday to Friday. Assemblies usually run as follows:

<i>Monday</i>	<i>Headteacher Assembly</i>
<i>Tuesday</i>	<i>Singing Assembly</i>
<i>Wednesday</i>	<i>Eco Assembly</i>
<i>Thursday</i>	<i>Achievement Assembly</i>
<i>Friday</i>	<i>Class Teacher Assembly</i>

- The children should be brought into the hall on time so assemblies can start promptly. Classes arriving after the hall doors have closed must return to class for a class assembly led by the class teacher.
- Assemblies will include a song and/or time for reflection.
- Assemblies should have a religious or moral theme (SMSC) or be a shared celebration of achievement.
- Assemblies should not last for more than fifteen minutes, and should be shorter if they start late.
- Teachers should carefully supervise the children as they enter and leave the hall.
- Children should enter and leave the hall in a quiet and orderly manner and **be escorted to the playground.**
- Staff should not talk to each other in the Hall unless absolutely necessary and neither should they address children in a loud voice.

Assessment

- Children are regularly assessed, and this includes pupil progress reviews each half term.
- See Feedback & Assessment Policy and Guidelines: Minimal Marking at a Glance - updated 2024-2025
 [James Dixon Primary School - Marking Clarification.pdf](#)
- Insight is used to monitor coverage and assess children's progress within core subjects.
- Teachers assess the foundation subjects against the National Curriculum Objectives and record and evidence, in the form of multiple choice questions, these in a year group curriculum assessment folder.

Budgets and orders

- Depending on school priorities, Leaders may receive an allowance for their particular area but allowances will vary in line with identified priorities as described in the school improvement plan.
- Leaders will decide how their allocation is to be spent but only after due consideration of any bids / suggestions made by other members of staff.
- Year groups will be given an allowance to spend on resources to enhance the curriculum for their year group.
- Allocations must not be exceeded.
- No more orders can be raised after the end of June.
- When ordering please check the prices of several suppliers to make sure you are getting the best value for money.

- All orders must be presented to the Headteacher for approval and processing using the online finance app. This should include all relevant reference numbers and web addresses.
- Stationery items will be bought from central funds.

Behaviour/Bullying

- Poor behaviour, bullying or racism in any form is unacceptable.
- All reports of bullying or racism should be treated seriously and any alleged incident should be thoroughly investigated.
- A Senior Leader should be informed of any incidents of bullying or racism.
- See Anti-Bullying and Behaviour & Exclusions Policies
- Children should be made aware of the standards of behaviour expected as described in the Behaviour Policy and all members of staff should be consistent in their demands and expectations of children.
- Children should be made fully aware of the school code of conduct and how it applies to their behaviour in school.

Confidentiality

- Many issues are discussed openly in staff meetings, in the staff room etc. and sometimes involve individual children or family circumstances or other sensitive matters. Whilst such discussion is encouraged, to ensure the staff as a whole feel fully involved and are aware of what is happening within “their” school it is expected that all such matters remain “in house” and are not discussed or mentioned outside the school.
- Any member of staff who discusses a problem of a personal nature with any other member of staff should feel secure in the knowledge that it will go no further unless they wish that it does so.
- If a parent discusses a confidential matter with any teacher which relates to the wellbeing of a child within the school it must be discussed with and recorded for a Designated Safeguarding Lead.
- Confidentiality relies on the ability of any member of staff to trust in the integrity of their colleagues.

Contact with Parents/carers

- Parents/carers should feel they are welcome to speak with their child’s teachers or the Senior Leadership team at any time during the school year and not feel limited to Parents’ Evenings, particularly if they have any worries or concerns.
- Teachers should feel free to contact parents to discuss any issue, which they consider parents/carers should be involved in.
- The majority of issues where contact is made by teacher to parent/carer or parent/carer to teacher will be fairly straightforward and will not necessarily have to be first discussed with a member of the Senior Leadership team. On some occasions, however, it will be necessary to discuss the matter first before speaking to parents and on other occasions it will be necessary to discuss with a member of the Senior Leadership team the concerns parents have raised with teachers before deciding what action to take.
- Teachers must use their judgement as to what needs to be discussed with the Senior Leadership team and if in doubt always seek an opinion.
- Many parents/carers will have a “quick word” at the beginning or end of the day, which only takes a moment, but there will be some occasions when more time needs to be set aside. On such occasions an appointment should be made which is mutually convenient.

Diary

- The school diary is available for all members of staff to consult. The diary can be found and accessed using the Google Calendar.

- Any appointments, arrangements, meetings, trips etc. should be entered in the calendar by the person involved or responsible for the “event”. The Senior Leadership team should be informed of these events well in advance.
- Copies of all dental and hospital appointments should be scanned and sent to the school office to be kept on file. A permission of absence form should be completed and signed by your phase leader and the Executive Headteacher.
- A termly list of events as listed in the diary will be available to each class teacher at the beginning of each term. Please see the Timetables & Rotas: [000Timetables & Rotas](#)

Dinner Registers and procedures

- Children stay for a school meal or bring a packed lunch.
- All children are entitled to a Universal Free School meal.
- If a child wishes to change from school dinners to packed lunches (or the other way round) this can be done but the office should be informed of any changes.
- Children with packed lunches should have a proper lunch container, which is clearly marked with their name. Hot drinks, glass bottles and cans are not permitted.
- Registers should be completed by 9.00 am at the latest using BromCom so that numbers can be passed on to the kitchen staff.
- Staff can order a school dinner and pay for it using ParentPay.

Discipline - Class & General

- All members of staff are responsible for maintaining good standards of behaviour within the school.
- All members of staff should familiarise themselves with the Behaviour Policy and ensure it is followed at all times.
- Pupils are expected to respond appropriately to all instructions concerning either their general conduct, or learning behaviours and all pupils should be made fully aware of what is expected of them.
- Children are expected to abide by the school Golden Rules:

★We will respect each person in our school community

★We will help each other to do our best

★We will treat everything in school carefully

★We will be honest

★We will be kind

- Periodically, teachers should explain in an appropriate manner, exactly what is expected of them and what is meant by each of the items in the Golden Rules.

Displays

- Each class teacher is responsible for organising displays within their own class and in the corridor outside their room, if applicable.
- Displays should largely be made up of children’s work and reflect the activities undertaken.
- Working walls for English and maths should be reflective of the current learning topic. They should be updated regularly with models, examples and support materials for the children to reference throughout lessons.
- All children should experience the pleasure of having their work displayed.
- All teachers should contribute a piece of child’s artwork termly for the ‘Children’s Gallery’ located in the canteen area. This should be mounted and presented neatly.

Dress Code

“The way we dress affects the way we think, the way we feel, the way we act and the way others react to us”

- Our dress code is “smart casual”
- Staff should wear clothes that are practical for the job but communicate an appropriate professional image. Casual wear therefore is fine but not clothing/jewellery that is not in keeping with the public image of appropriate and professional wear for staff working in a primary school.
- Shorts should not be worn unless given specific permission.
- Tracksuits and trainers need to be worn for P.E. lessons. Staff also have James Dixon t-shirts that can be worn.
- High heels are not appropriate or safe.
- Raw denim jeans should not be worn.
- Bra straps should not be visible.

Duties

- Class teachers and Teaching Assistants are on duty at morning and afternoon playtimes. It is the named person’s responsibility to arrange for another teacher/TA to cover if he/she has an arranged appointment or training course.
- A “high-vis” jacket should be worn by all staff at playtimes – each member of staff has one of these and spares can be found hanging up in the staffroom.
- Each member of staff should carry a first aid kit at playtimes. Any first aid administered should be recorded on Meditracker.
- Any behaviour incidents that occur during playtimes should be reported to the class teacher and recorded on BromCom. If an incident is of a serious nature, it should be reported to a member of SLT for further investigation. If the incident raises a Safeguarding concern, please record this on BromCom and inform a DSL.

Educational Visits

- Before making arrangements for educational visits please consider the learning objectives and where the children have visited before. Try to avoid repeating previous class trips or covering the same ground when on a museum visit.
- All members of staff should write a Risk Benefit and complete the appropriate forms using the EVOLVE website.
- All classes should go on a full, one day trip each half term or have an in school experience. In addition to any shorter visits at other times. When planning an out of school visit please make sure the approval form is completed and returned to the office well in advance of the trip.
- Educational visits for the whole school or a particular Key Stage will be organised from time to time and the Educational Visits Coordinator will support with making the necessary arrangements.
- Parent helpers should be selected in the normal way. (The minimum level of supervision is 8:1 for most trips but aim to have a much better ratio if possible with at least 6:1 for Key Stage 1/EYFS children)
- Fill in the approval form at least 4 weeks before the intended trip.
- The class teachers should make all arrangements. Public transport should be used.
- Inform the kitchen of the date of the trip and the number of meals needed for the group at least two weeks in advance.
- The kitchens will provide packed lunches for children requesting one.

- Discuss with a member of the Senior Leadership team the costs of the trip and the amount the children's parents will be asked to contribute. If a child does not pay he/she will not be prevented from going on an educational trip.
- Ensure that the Consent Form has been completed.

Equal Opportunities

- Our aim at *James Dixon* is to create a positive, stimulating and happy learning environment through which all children will achieve success and develop their potential to the full. We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. All children, regardless of race, creed, culture or sex will be treated equally in every aspect of school life.

Equipment and Resources

- Most equipment for general use is available in the Resource Rooms on the 1st and ground floor and is regularly checked by the Subject Leaders. If any member of staff identifies a shortage or a breakage the relevant Subject Leader should be informed so that action can be taken.
- Computing resources are stored in caddies on all floors. Keys can be found in central locations on each floor.
- Science equipment is located in the Resource Room on the 1st floor. For KS1, teachers are required to collect and return resources themselves ensuring that all resources are returned and any broken, damaged or lost resources are reported to the Subject Leader or technician. If help or support is needed then the Science Technician is available for this. KS2 resources will be supplied by the Science technician and teachers should liaise with her directly if there are any queries. KS2 teachers should not remove Science resources without the knowledge of the Science technician who monitors these. These resources are solely for the use in Science and if needed for other areas of the curriculum please consult the Science Leader or technician.
- Teachers should feel free to use any equipment available and from time to time Subject Leaders will display the equipment and resources they have organised so that everybody is aware of what we have and how it can be used.
- In order to ensure resources are readily available for those who require them it is vital that teachers return them to the correct place when they are finished with. Some resources may be finished with after one lesson but in other cases it may be several lessons.
- Children should be taught to care for the equipment they use and to look after it so that it has a long life.
- For safety reasons children should not handle large equipment such as some of the PE apparatus or the large chromebook caddies. This includes the putting out of the wall bars and ropes in the sports hall. These should be put out and checked for security by an adult.
- Resources and equipment should be organised and collected before a lesson begins and replaced tidily at the end of the session.

Exercise books and worksheets

- The majority of children's work should be done in exercise books and not on worksheets.
- An exercise book forms a record of a child's work and evidence of Teacher performance. When full they should be kept by the teacher.
- All the full exercise books, which are held for record purposes, should be kept for the entire school year.
- Photocopiable worksheets should be used sparingly and must be selected with care to ensure they contain an acceptable quantity of work and support the intended and planned activities.
- Completed worksheets should be kept neatly in an appropriate manner.

Extra Curricular Activities

- A range of extra-curricular activities are available for children to take advantage of if they so wish.
- Extra curricular activities include sporting, musical, and drama activities and are generally organised for particular age groups. They are held before school, at lunchtimes or after school with the appropriate arrangements being made by the clubs and adults in charge.
- A list of available activities, the children eligible and cost etc. will be produced at the beginning of each term.

Fire regulations and Fire Practices

- When the fire alarm sounds the following procedure must be followed by all members of staff and children.
- Everybody will immediately stop whatever it is they are doing and stand.
- All children will remain standing still whilst the teachers and other adults issue clear and precise instructions as to what they should do.
- The nearest or safest exit will be used. Children will be required to walk in an orderly and quiet manner and line up at the exit, which will be opened by the teacher or adult.
- The children will leave in an orderly manner under the supervision of the adult. The adult must make sure that all the children have left the premises.
- Windows should be closed and doors after everyone has exited.
- All adults and children will **walk** to the main body of the appropriate playground and line up in their normal class lines. All kitchen staff and clerical staff will leave by the nearest or safest exit and assemble in the playground.

Years 2-6 - KS2 playground

Nursery and x1 Rec and Year 1 - Field by KS1 playground

1 x Rec & Specialist Provision – Grass by the car park

- Teachers take with them their 'fire card' with the number of children in class that day clearly recorded. Once outside the presence of all children will be immediately checked by the class teachers via a headcount. If working with a small group of children, follow the above instructions and check the presence of your group. The Head of Kitchen will ensure her staff are present. A member of the senior leadership team will check on all other members of staff.
- At no time until the **All Clear** is given will any member of staff or any child enter the building.

Other actions to be taken.

- If the fire alarm sounds, the most senior member of staff or the caretaker will contact the emergency services and consult the alarm panel to find the source of the fire.
- Children need to be taught what to do if they find themselves without adult supervision when the alarm sounds. e.g. in the library or the toilet. They must immediately leave the area they are in and walk from the nearest or safest exit and meet the rest of the school in the main body of the playground.
- Members of staff must not attempt to fight any fire other than when it is of a very minor nature and any attempt to prevent injury to others must not put their own safety at risk. Their main concern should be to evacuate the building and take a head count.
- The building should be evacuated and all staff and children accounted for within about 2 minutes.
- Fire drills will take place at least once a term.
- The fire evacuation procedure must be displayed in every room throughout the school.

Dynamic Lockdown Procedure

- When the lockdown signal is triggered, teachers should remain with their class inside the classroom at all times.
- Children should be moved to the rear of the classroom away from sightlines from external doors and windows. Close all doors, windows and blinds and switch off lights and screens.
- Doors should be locked and secured with a door-jammer.
- Staff should support children to keep calm and quiet.
- Staff and children should not leave the classroom under any circumstances until the all clear signal is given.
- If lockdown occurs during lunchtime/playtime or any other time where children are learning outside of the classroom, supervising staff should quickly escort children to the nearest main classroom and follow the lockdown procedure.
- See Dynamic Lockdown Procedure for further information: [JD Lockdown Procedure 2023-2024](#)
- Senior Leaders will ensure communication inside and outside of the school is kept open and all necessary people are informed of the situation.

Fruit

- Children in Years R - 2 receive free fruit at morning playtime.
- Years 3 – 6 may bring their own fruit.

Health

- The school nurse carries out a health assessment on every reception child. As a part of that assessment teachers may be asked about a child if there is a medical issue which may affect performance in class.
- If you have a concern about the health of a child you should bring it to the attention of a Senior member of staff/DSL.
- Please note that no medicines other than prescribed, 4 times a day medicines can be administered in school. These children are given their medicine by a qualified first aider and a medicine administering form must be completed by the parent/carer. See the Medical Condition Policy for further details
[Supporting Children With Medical Needs 2017](#)
- Inhalers, which will be kept safely but available throughout the school day, are allowed in school. They should be kept in the classroom. Children should have access to them whenever they may be needed including during off site school visits. When a child uses their inhaler, this should be recorded on Meditracker.
- If a case of head lice is reported the standard head lice text message/email is sent home to each child in the class and the infected child's parent is informed.

Holiday Dates

- Dates can be obtained from the school website and the office.

Home Learning

The main focus for Home Learning at James Dixon Primary School is on the **basic skills in English and Maths including mental maths calculations**. Science and Theme based Home Learning may also be given.

- All children will have a reading record book for parents and teachers to make comments in.
- Children in Reception and Year 1 have access to Big Cat and have books available to read online throughout the week.
- All home learning content will be provided via a digital platform:
 - Google Classroom
 - School's Youtube Channel
 - School's Website
- Staff produce video and digital content in order to facilitate 'Flipped Learning' opportunities for pupils.
- Flipped Learning - In a traditional class we teach all week then set home learning on a Friday to assess and evaluate what the children have learnt. The Flipped model sees the learning demonstrated by way of video instruction on a Wednesday, by way of home learning. Then we use the children's feedback as a way of starting the teaching on a Monday. Therefore, the learning is flipped; the home learning is at the beginning of the teaching process.

In-Service Training

- Teachers and Teaching Assistants may attend various courses throughout the year.
- Some of the courses will be "in school" training and will be held on Inset days or longer staff meetings in lieu. Others will be through the designated training days for ECT courses, Subject Leader courses etc.
- Any teachers attending courses on behalf of the school as a whole will be expected to pass on the training given, in staff meetings and inset days so that all staff can benefit.

Jewellery and Make Up

- Jewellery and make up (including nail varnish) should not be worn in school by children.
- Earrings are not permitted, except for children with pierced ears, who may wear studs.
- A watch may be worn once a child is in Key Stage 2.
- Long hair should be tied back.

Lesson Preparation

- Individual lessons should be carefully prepared so that all the required materials and resources are to hand before the lesson begins. If this is not the case then lessons may well be disrupted whilst resources are sent for and if the resources needed are in other classes then the lessons of others will also be disrupted.
- If a gap in resources is identified when preparing work the relevant Subject Leader or Officer Manager should be informed.
- If you are uncertain about any aspect of a lesson, the Subject Leader for that area will be able to give assistance.
- Teaching Assistants should not be asked to leave the classroom to collect or prepare resources during lesson time.

Letters to parents/carers

- Parents/carers will receive regular letters of information from the school covering a range of issues of which they need to be aware. These will be sent via email communication.
- Any letters sent to groups of parents or individual parents by a member of staff should first be shown to the Headteacher for approval.
- Standard letters for such things as educational visits, sporting events etc. are held on file and are available for use at any time.


- If any member of staff wishes something to be included in a general letter of information they should mention it to the Head Teacher.
- All letters written on behalf of the school should be sent on headed notepaper and signed by the person who has written it.
- Parents should be kept as fully informed as possible about issues and events which involve their children and letters/emails/ text messages are one of the best ways of ensuring this happens.

Lost Property

- Lost property should be placed in the lost property area.
- When children bring something to you which they have found, tell them to take it to the owner, if it is named, or to Lost Property. Do not send them round the classes as this will only disrupt lessons.
- On a regular basis, a display of lost property will be held and all children will have an opportunity to reclaim their belongings. Anything that remains unclaimed after the display will be disposed of in an appropriate manner.

Marking

- Most of your feedback will be delivered orally during the lesson. The class teacher may choose to write a short, positive comment or give a smiley face sticker to recognise effort.
- Marking to indicate success should be shown by the use of a green tick sticker.
- Marking to show errors should be addressed in-the-moment and within the lesson or as a general learning point for the class.
- Children should be taught and given opportunities throughout each academic year, and at an age appropriate level, to assess their own work and that of their peers.
- See Feedback & Assessment Policy and Guidelines: Marking Clarification.

 [James Dixon Primary School - Marking Clarification.pdf](#)

National Curriculum

- In providing for the children we are guided by the requirements of the National Curriculum and the local R.E. syllabus.
- The provision at James Dixon takes account of every aspect of a child's development. The Knowledge Curriculum gives children the opportunity to achieve the highest possible standards of Maths skills and English whilst ensuring they can become confident in physical, artistic, practical and social skills. We provide a broad and balanced education allowing for the individual needs of each child to be met within well-planned learning experiences.
- Knowledge Curriculum planning involves all members of the teaching staff to ensure there is progression and continuity in learning as each child passes through the school and all our planning processes give due regard to the requirements of the National Curriculum.

Noise Levels

- Noise levels should always be appropriate for the type of task being undertaken and should never be at a level, which will disturb or distract others in the school.
- In the open areas of the school building, children and teachers have to be particularly sensitive to the activities being undertaken in nearby areas.
- Timetables should be organised so that noisier activities such as a percussion class will not disturb those working on quieter tasks in nearby areas. The music room or the hall should be considered for certain activities.
- Noise levels should normally be fairly low and should reflect the fact that children are expected to be on task throughout the school day.

- When classes or groups of children are moving around the school, e.g. into assembly, they should remain very quiet and move in an orderly manner. This is particularly so if other children are still working in their classes.
- Noise levels in the dining hall at lunchtime will be higher as children chat to each other over their lunch. Provided the children are not shouting and provided the children are sensible then a higher level of noise is acceptable.
- When the whistle/bell blows for the end of break children should line up quietly when asked to do so and enter their classes in a quiet and orderly manner. (A set routine on entering class can help greatly)

Parent/Carer Helpers

- Parental help in school for such things as educational visits, transport to sporting events, assisting children with their work etc. is valued and welcomed but has to be properly organized.
 - Teachers should seek help from the parents of children in their class for educational visits. Guidance for parents on school trips should be presented to all parents before the trip commences.
- ▶ Parent Volunteers

Parents' Evenings: arrangements

- Parents' evenings will be held twice yearly in October and February. There is also an opportunity for parents/carers to discuss end of year reports in July.
- Parents will be allocated a 10 minute appointment.
- If more time is required with certain parents then a separate appointment for another date should be arranged.
- If parents are unable to make the allocated time then other arrangements should be made to meet those parents.

Parents' Evenings: Notes and guidelines

- No suggestion should be made to parents that their child may have Special Needs or should be assessed to determine if they have Special Needs unless such a suggestion has already been approved by our SENCo.
- Comments should include any cause for concern regarding behaviour, attendance, production of homework, attitude, etc. but at all times it is important not to overstate the concerns and unduly worry parents. If there was a major concern about any of the areas above it should have already been recognised long before Parents' Evening and our concerns expressed to parents and action taken.
- Comments should focus on achievement, targets and progress. Discussions with parents should be conducted as positively as possible.
- Individual teacher testing such as weekly spellings and tables tests can be used to illustrate points and such results could be given. e.g. gets about 10 out of 20 each week whereas the majority of the children are achieving much higher results.
- Non quantifiable descriptions like "High Flyer" or "Could be gifted" or "Remedial" should not be used.
- Remember that members of the Senior Leadership team are available throughout the evening to see any parents who have concerns or problems.

Parking

- Members of staff should park their cars either in the staff car park or in a safe place near to the school.

Planning procedure

- The school's Knowledge Curriculum should be consulted when planning. Please use the specific planning formats and planning resources available. (Power Maths, SAT Writing sequence, PKC, Get Set for PE etc.)
- Plans should be prepared and be saved on the shared drive.
- Maths planning follows the Power Maths Scheme. Each year group has the appropriate planning resources and each teacher has an individual login for the online resources. See the Maths Leader if there are any uncertainties.
- English planning follows an elongated teaching sequence. SAT sequencing documents are available to support planning for specific text types.
- Learning objectives in all subjects should be specific and measurable and the planned activities should be clearly set out so that it is apparent how they will achieve the stated objectives.
- The planned activities should allow for adaptations and, where appropriate, the activities of various groups should be clearly described.
- Resource requirements should be clearly stated and Subject Leaders consulted if a gap in resources is identified.
- Subject Leaders should be consulted if there are any doubts or uncertainties as to how or what to plan.
- Daily resources should be ready and available in school in case of absence.
- An up to date timetable should be on display outside each classroom at the beginning of each term or when changes to the existing one have been made.

Playtimes

Playtimes: 10.30 am until 10.45 am

- At the end of each playtime the Pupil Principles will ring the bell and all children should walk to their lines.
- Class teachers will meet their class in the playground and supervise the children as they walk into school.
- Lining up in this way and walking back into school in an orderly manner signals a clear end to playtime activities and puts the children back into the frame of mind needed for classroom activities. It also prevents accidents occurring.

Policies

- A range of policies covering all areas of the curriculum and other aspects of the school have been systematically put in place through staff and Governor consultation and collective decision making. All such policies should be followed at all times.
- All policies are reviewed regularly and as all reviews are undertaken in full staff meetings it is hoped that any member of staff with ideas and suggestions will make their views known. Policies change and develop to meet the changing needs of the school.
- There is an electronic file containing all up to date school policies. [005 POLICIES](#)

Registration



- Children in year 2 - 6 will be able to enter school from 8:30am for registration at 8:45am. Children in Y1 and Reception will be greeted by the class teacher or teaching assistant at the side gate towards the Hall at 8:30am.
- Registers are taken using BromCom and children should be marked present (/) or absent (O), as the case may be, in the manner described in the register guidelines.

- Late, authorised, unauthorised and holiday absences will be marked in the manner described in the guidelines.
- All registers should be completed and closed by 8:45am.
- If teachers have any concerns relating to absences they must be raised with the Attendance Officer, DSL or a member of the Senior Leadership team.

Reports

- A report on each child's progress will be written by the class teachers in the Summer Term. These include the child's understanding, knowledge and skills relating to the year groups curriculum and attainment throughout the year with written comments that reflect the child's personality and achievements.
- All reports will be in the same format.
- Please consult other colleagues as necessary to ensure there is consistency in "report writing."



Safeguarding

- The Designated Safeguarding Leads are Kevin Minnott, Robin Entwistle, Yvonne Blunn, Toni Oakham and Michelle Aldred.
- All staff must be DBS checked and have signed the necessary disqualification declaration form.
- Please see Child Protection & Safeguarding Policy  [Child Protection and Safeguarding Policy](#)
- Also see Keeping Children Safe in Education:  [KCSiE 2025](#)

Safety

- Children should walk at all times when moving around the school.
- Children are not allowed to climb on or over any of the gates or fences within the school grounds.
- All safety guidelines as listed in the various policies and schemes of work should be strictly adhered to. Teachers should consider carefully how best to use such equipment as hand tools, food technology equipment etc.
- We ask all children with long hair to tie their hair back when using school equipment. This is particularly important during PE and games lessons and when using some specialist equipment in science, art, food technology etc.
- Staff and children should be fully aware of what to do in an emergency such as a fire. Practices for such eventualities will be undertaken at least once per term.
- Children should be properly supervised at all times but levels and degrees of supervision will vary depending on the activities being undertaken and the ages of the children involved.

Schemes of Work

- The following schemes are used across the school. All can be found in shared drives and online.
 - Power Maths: <https://www.activelearnprimary.co.uk/login?c=0>
 - Jigsaw: <https://jigsawpshe.online/>
 - Curriculum Overview:  [2025-2026 Curriculum Overview](#)  [Curriculum Development](#)
 - PKC: <https://www.primaryknowledgecurriculum.org/>
 - Science: <https://sites.google.com/swale.at/swale-science/home>
 - English: <https://drive.google.com/file/d/1bwzT4skrbEzgV-NkCKw7vAFENA0pu8RN/view?usp=sharing>
- Periodically, schemes of work will be reviewed and updated to account for any changes in curriculum content.

The School Day

The doors open for the start of the school day at 8:30am, registration should start at 8:30am and finish no later than 8:45am.

Playtime starts at 10.30am and finishes at 10.45 am.

*Lunchtime starts at **11.30am** for Reception, **12 noon** for KS1 & 2, and finishes at **1.00pm**.*

School finishes at 3.00 pm for all year groups.

Please ensure you are lined up on the playground before 3.00pm.

Special Needs Process and Procedures

- The Special Educational Needs Co-ordinator must be consulted about all special needs issues.
- All matters relating to special needs must be channelled through the SENCo and at no time should any outside agencies be consulted or contacted without their prior knowledge
- It is the responsibility of the SENCo to contact all personnel from other agencies.
- Children will have an EHC plan when identified as having special needs.
- The SENCo will help class teachers to write PLPs.
- These are discussed with parents at Parents Evenings each term.
- Under no circumstances must a teacher intimate to a parent that their child will be given group or individual help by the SEND team or that their child would benefit from extra tuition out of school without first discussing it fully with the SENCo.
- All teaching staff should be familiar with the requirements and guidelines of the special needs policy, which details fully all the responsibilities and the procedures that must be followed. **SEND**
- Please refer to the Layers for information regarding pupils on the SEND register and the support and interventions they are receiving. **Layers**

Staff Development: Observation of lessons

- The Senior Leadership Team and the Subject Leaders will, at designated times throughout the year, observe lessons in all classes.
- The observations should be viewed in a positive way by all members of staff as a means to further professional development and to share expertise.
- As soon as possible after an observation has taken place the member of staff involved will discuss the content and delivery of the lesson with the observer.
- Observations will take one of two forms. Either a less formal observation where the person observing participates in the classroom activities at the same time as taking note of how the lesson develops or a formal observation whereby the person observing sits to one side and makes notes on various aspects of the lesson.
- Most lesson observations will be completed by subject leaders. These will happen at set points throughout the year. See monitoring of subject guidance here: **Subject Leadership at James Dixon**
- A timetable of observations will be organised by the subject leader and sent in advance.
- All members of staff may sit in on the lessons of other teachers as a means of furthering their professional development through the sharing of ideas and skills. It might sometimes be appropriate to observe 'Live Lessons' in order to share and understand how certain subjects can be taught.

Staff Meetings

- Staff briefings will be held on Monday and Friday at 8.20am in the staffroom.
- Staff meetings will normally be held weekly on a Wednesday evening. They will start at 3.15 pm and, whenever possible, last for no more than one hour.
- Phase meetings are held weekly at 3.15pm on Tuesdays and led by the Phase Leader.
- The person who has the main responsibility for the area being discussed will lead staff meetings. Subject Leaders will normally lead the meetings.
- All staff should consider staff meetings as being an opportunity to express their thoughts and ideas about the areas being discussed.

Stockroom

- The main stockroom is on the ground floor. The key is kept outside the Heads office and is available before school, during break/lunch times and at the end of the day. The stockroom may not be accessed at any other time.
- Curriculum resources are kept in the Middle Floor resources room.
- Art resources are kept in the top floor resource room.
- Whole class guided reading books are kept in the store room in the PPA room and the cupboard in Room 7a.

Teachers' Files

- Teachers should save all files, including planning and resources, to the shared Google drive.
 - 📁 Planning Folders
 - 📁 Curriculum Development
- There is also an electronic file containing all up to date school policies. 📁 005 POLICIES

Telephone

- Mobile phones should not be used during lesson time. Mobile phones should not be used in any area where children have access.
- For incoming calls in the office during lesson time, a message will be taken and passed on at an appropriate time.
- Any calls of a school related issue or employment issues can be made using the school phone.
- Staff should discourage friends and family from making calls which could wait until the end of the school day.

Timetables

- A current timetable should be displayed outside the classroom and on the school website.
- Timetables for shared areas are available and bookable on Google Calendar.
- Children should be made aware of their timetables and the routines of their school day. Visual Timetables should be used in all classrooms to support this.

Visitors to school

- All visitors to the school should sign in using our electronic signing in system and should be wearing a visitor's badge and lanyard. If a visitor is wearing a yellow lanyard this means they have a DBS and it has

been checked by a member of staff. If the lanyard is red, this means that the visitor does not have a DBS and under no circumstances should be left alone on the school site.

- Any unexpected, unannounced or unrecognised visitor entering the school or the school grounds should be “challenged” by any member of staff who sees them by first saying to them, “Can I help you?”
- If you have arranged for a visitor in school, organiser of the visit should complete the visitor form:

Visitors to James Dixon Primary School

Full name and DBS number should be included in order for Office staff to add these details prior to the visit.

- All visitors should first report to the office but if this has not happened you should tell them to do so immediately and the purpose of their visit will be dealt with from there.
- All staff will be informed if any circumstances prevail which prevents a child being taken out of school by any particular person.

Wet Lunchtimes

- Children will be supervised in their classes by a Midday Supervisor.
- Pencil and paper activities and books will be available for wet lunchtimes and will be kept separately from normal classroom resources.
- The MDS in charge of each class will ensure the classroom is tidy before afternoon classes start.

Wet Playtimes

- The teachers on duty and/or the Teaching Assistant working with the class will supervise during wet playtime (breaks should ideally be taken during assembly).