# Staff Handbook and Code of Conduct 2026-27

**Don’t make any excuses; don’t let anything hold you back.**

**Join the Argyle Adventure, let the challenge begin!**

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## 1.0 **VISION, AIMS AND ETHOS**

The Argyle Code sets out our Vision:

It is supported by 'The Argyle Adventure' which sets out a promise about the breadth of opportunity that we will offer.

VALUES: We explore 22 key values on a cycle of 11 per year. The cycles are as follows:

- Cycle 1 - Excellence, Kindness, Compassion, Respect, Drive, Responsibility, Self-Control, Positivity, Empathy, Collaboration and Courage;
- Cycle 2 - Fun, Love, Honesty, Friendship, Kindness, Patience, Wisdom, Thankfulness/Gratitude, Self-belief, Fairness, Forgiveness.

In 2026-27 we will focus upon Cycle 1 values.

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## Our School Improvement Priorities for 2026-27 are:

| Our priorities will help us to achieve our aim of: **Reducing attainment gaps while raising attainment for all** | |
|---|---|
| 1 | Further develop our evidence-informed approach to teaching by extending our established pedagogical approach to include the EEF's Metacognition and Self-Regulated Learning guidance. |
| 2 | Sustain a strong culture of attendance through targeted support that further reduces persistent absence and secures attendance in line with or above national averages. |
| 3 | Increase the percentage of pupils writing at the expected standard by: further strengthening pupils' transcriptional fluency to improve the accuracy, automaticity and independence of writing across the curriculum. |
| 4 | Raise the percentage of pupils attaining at the higher standard in reading and writing. |
| 5 | Further strengthen the consistency of behaviour, conduct and relational practice beyond the classroom so that pupils demonstrate exemplary behaviour during social times, transitions and throughout the wider school environment. |
| 6 | Further enhance the impact of the personal development curriculum by strengthening stakeholder understanding and increasing opportunities for pupil leadership and participation. |
| 7 | Build on our strong EYFS provision by further enhancing curriculum breadth and ensuring that every cohort achieves equally well through responsive, evidence-informed practice. |

**GENERAL ORGANISATION**

**2.1 The School Organisation**

The school is organised into three key stages - the EYFS, Key Stage 1 and Key Stage 2

In our school we also break down into phases:

Phase 1 = EYFS & KS1
Phase 2 = Yrs 3 & 4
Phase 3 – Yrs 5 & 6

**2.2 The Teaching Day**

The school day begins at 8.45 am for Years 1-6 whilst EYFS pupils may arrive between 8.45 am and 9.00 am. Teachers are in the playground to collect children from 8:40. At the end of the day, children are collected from the playground at 3.15 pm. EYFS children are collected from the EYFS at 3.10 pm.
The teaching day is organised for each phase so that there are clear times for core subjects, playtimes, lunch sittings, PPA and specialist lessons. Every class teacher will receive a timetable and they are expected to allocate time to remaining subjects. Teachers are expected to share timetables with support staff and to 'publish' in a visual timetable for children. All staff are expected to adhere to agreed timings in order to ensure the smooth running of the school. Teachers must take particular care when planning an educational visit or agreeing to a special invitation as changes cannot easily be made to a timetable. If teachers book an educational visit during their PPA time, it may not be possible for them to be given replacement PPA time.

Any difficulties with timetabling should be discussed with Bernie Mukasa (Acting head, + Deputy Headteacher).

Assemblies, which include our daily act of collective worship are held according to the following schedule:

| | |
|---|---|
| Monday | Wellbeing Time in class |
| Tuesday | School Forum |
| Wednesday | Singing |
| Thursday | Week 1 - Rights respecting<br>Week 2 - Class Council in Class<br>Week 3 - Class Assembly - always link to an aspect of The Argyle Adventure<br>Week 4 -Subject specific assemblies or In the News |
| Friday | Values Assembly including celebration |

**2.3 Meetings**

Teaching teams (teachers and teaching assistants) are expected to meet in class each morning from 8.15 am-8.40am.

On Monday, teaching teams can meet 8.15 -8.30 and then we will meet as a whole staff team for a morning briefing between 8.35-8.40 (staff room).

The schedule of the weekly staff meetings is as follows:

| | |
|---|---|
| Monday: | Whole staff briefing in staffroom 8.35-8.40 |
| Tuesday: | Subject Leaders – 3.30 - 4.30pm twice per half term. |
| Wednesday: | Staff Meetings for all teaching and support staff take place at 3.30 - 4.45 pm. These consist of INSET and Business Meetings. They will take place in the Year 3 classroom unless specified otherwise. |
| Friday: | Teaching assistant meetings/professional development sessions take place from 8.15 - 8:50 in Zircon classroom. |
| Monthly | The mid-day supervision team will meet monthly at 1.30 on the first Thursday of each month. |

Details of Professional Development meetings (INSET) are circulated via the Google calendar. It is essential that all staff attend and that medical appointments etc. are not booked for a meeting slot.

**2.4 Registration**

Registers must, by law, be marked at the beginning of the morning and afternoon sessions. Teachers either enter electronically or collect a paper register from the office. Registers must be completed within **10** minutes of the start of each session. Reasons for absence must be entered if known. Teachers do not authorise absence. Teachers should enter the reason given in the notes section and the office/SLT will decide whether the absence should be recorded as authorised or unauthorised.

**2.5 Playtimes and lining up**

Teachers take their classes to the playground at the start of break and collect them at the end. **No classes should be left unattended**. Rotas for staff supervision of the two playgrounds are displayed on the notice boards in the office and in the staffroom and are circulated by email. The members of staff on duty should be the first people in the

playground, should get appropriate resources from the shed and should wait until all classes have been collected before going in at the end. **The staff on duty on the latest playtime are responsible for ensuring that playground doors are closed.** The bell is rung by the teacher on duty slightly before 'in' time and colleagues must collect their classes on time. Children are expected to freeze on the first bell and walk to their lines sensibly upon hearing the second bell. Children line up in class groups.

During wet playtimes, teachers supervise their classes in the classroom. Teachers may negotiate a 10-minute break whilst a colleague supervises the class, and then return the favour. During wet playtimes no computers should be used by children. Each year group has a range of wet play games.

Play supervision during lunchtime is carried out by the Midday Supervision Team and the teaching assistant team who are supported by a member of SLT. Class Teachers should walk their classes down to the playground/dining room (depending on lunch rota) and 'hand over' to the lunchtime team. If a midday supervisor discusses a concern with the class teacher, it is helpful if the class teacher can listen respectfully and support the midday supervisor. Midday supervisors have a challenging job and it is in all of our interests to help midday staff to establish their authority and build positive relationships.

Teachers line up classes inside classrooms rather than halls. This ensures that teachers supervise the lining up process and that it is calm.

## 3.0 CURRICULUM PLANNING AND ASSESSMENT

### 3.1 Curriculum Planning

Year group teams use the 2014 National Curriculum, Argyle's Schemes of Learning and National Numeracy/Literacy documentation, White Rose maths to produce medium-term planning. Detailed information can be found on the staff Shared Area on the network.

Formats for planning are located in the staff Shared Area of the network.

Planning must be saved on the network S:\TeachingStaff\Planning 26-27.

Subject Leaders review and monitor half-term plans as a team following submission, and teachers are provided with feedback when necessary. Year teams are expected to act upon feedback. Teacher's short-term planning or lesson slides must show adaptation of learning and pupil grouping in more detail, including provision made for target groups, EAL, SEND. Teachers must share planning with Teaching Assistants on a weekly basis. Teaching assistants should also know where to access planning independently.

### 3.2 Planning, Assessment, Recording and Reporting (PARR)

| Subject | Planning | Recording | Assessment |
|---|---|---|---|
| **Phonics** | Annotated Little Wandle Planning | Whiteboards, spelling books, reading records | Little Wandle termly assessments<br>2nd assessments every 3 weeks for children on amber or red |
| **Reading** | Weekly planning | Reading records 3 entries/week | PiXL assessments termly<br>YARC assessments for children behind ARE |
| **Writing** | Unit plans, lesson Smart slides | Literacy books | Hot writes |
| **EGPS** | Identified on Unit plans, fortnightly spelling homework | Literacy books, Spelling recorded in back of homework books | Weekly spelling tests<br>Termly PiXL assessments |
| **Handwriting** | Identified on Unit plans (Refer to Little Wandle and Letterjoin) | Handwriting books, Literacy books | Hot writes |
| **Maths** | Unit Plans | Maths books | Termly PiXL assessments<br>White Rose pre and post unit diagnostic assessments |
| **Science** | Medium term planning and lesson Smart slides | Science books | Pre and post unit assessments |
| **RE** | Medium term planning and lesson Smart slides | RE section of Humanities books | End of unit assessments |
| **PSHE** | Medium term planning and lesson Smart slides | PSHE section of Humanities books | End of unit TA assessment |
| **History** | Medium term planning and lesson Smart slides | Humanities books | End of unit assessments |
| **Geography** | Medium term planning and lesson Smart slides | Humanities books | End of unit assessments |
| **PE** | Use and adapt Get Set PE plans | Video final outcomes for dance and gymnastics | Termly completion of PE record of achievement |
| **Art** | Medium term planning and lesson Smart slides | Sketch books | End of year school report |
| **DT** | Medium term planning and lesson Smart slides | Sketch books or science books or humanities depending on unit. | End of year school report |
| **Music** | Medium term planning and lesson Smart slides | Music books<br>Recorded videos<br>Performances | End of unit teacher assessment |
| **Latin** | Latin teacher planning | Latin books | AFL each lesson<br>End of year assessment |
| **Computing** | Annotated SOW planning, lesson Smart slides | Digital year group folders | End of unit assessments |

Every child has an individual sample folder in which all key assessments, diagnostic tasks and teacher screening checks are stored. Each classroom should have a secure filing cabinet in which sample folders are stored. Teaching teams should ensure that new children are given sample folders and that, when children leave the school, sample folders are given to the office to be forwarded to new schools (after checking by SLT).

### 3.3 Educational Visits

Educational visits are an important part of Argyle's curriculum and The Argyle Adventure. Parents sign a general Consent Form for trips not involving public transport when their children join Argyle, however, we do inform them in advance of all educational visits and we invite them to join us when appropriate. A 'Notice of Visit' form should be submitted to the Acting Headteacher with the risk assessment at least 3 weeks prior to visits. Following confirmation, the admin team will support staff to communicate and finalise details. Parents must receive a letter with full details of Educational visits involving transport at least one week in advance but usually two. Teachers complete a template and the office provides a properly typed letter via Parenthub. It is the job of the class teacher to plan class trips. Our office offers administrative support but the class teacher is responsible for ensuring that all organisation and communication processes are carried out properly

*Essential ratios of child-to-adult/teacher are:*

- Nursery - 1 adult to every 2 children
- Reception - 1 adult to every 6 children
- Year 1 and 2: - 1 adult to every 10 children
- Years 3 to 6: - 1 adult to every 15 children

However, for optimum interaction with children to take place, the more adults attending, the better. As a general principle we welcome parents to support us on educational visits, however, there are some visits when lack of spaces at the venue means that we need to limit numbers. In these instances, the rationale for choosing parents should be made clear in the letter (first come, first served) or should be left open (some parental help is required but numbers are limited so please indicate your availability to attend by returning the slip below). In the latter case, efforts should be made to be fair and to vary parents attending.

Teachers should work out the cost of the visit before submitting the Notice of Visit to the headteacher. The headteacher will then decide upon an appropriate parental contribution. Staff will be aware that there is a limited amount of school funding available to subsidise visits and this is used to keep costs to a minimum. Teachers must be clear about whether adults need to pay before sending out letters and this information should be included on the letter.

More detailed information about organising an educational visit is set out in the Educational Visits Policy.

### 3.4 Working with Parents

At Argyle we make a concerted effort to work constructively with parents and to build positive relationships. There are formal opportunities for parents to meet teachers to discuss their children's work, to set individual targets and review progress -parents' meetings -which take place termly. Throughout the year, contact is made as and when necessary where particular learning and behavioural issues arise. Some parents like more regular updates or re-assurance. Staff should try to take time to discuss issues informally at the beginning or end of the day. Longer or more sensitive discussions should be conducted either via a phone call or in a face to face meeting in school. Parents do not like to be spoken to about behavioural issues in front of other parents. These conversations should be recorded on CPOMS and alerted to phase leaders and SLT.

### 3.5 Displays

The displays around school demonstrate how we value children's learning and are vital for showing our expectations of children's work, creating a stimulating working environment and setting a high standard. Displays give information, celebrate children's achievements or stimulate further investigation. Displays are changed regularly and dates are allocated in the diary for putting up new displays in the communal areas. Boards must be backed and work carefully mounted. Each display should have a title and labels explaining the context of the work as well as the age of the children who produced it. Children's work should be named.

Displays in the classroom should be an integral part of the learning environment. They should reflect and support current work in the classroom and should be representative of all children in the room.

## 4.0 PUPILS

### 4.1 Admissions

Application is made to the school with the exception of children applying for a Reception place who need to apply via the local authority. When a place becomes available all parents are interviewed by a member of the Senior Leadership Team. During the interview all parents are expected to sign the Home/School Agreement.

### 4.2 Absence and Lateness

The school day begins at 8.45 am for Years 1-6 whilst EYFS pupils may arrive between 8.45 am and 9.00 am. All staff in Years 1-6 are expected to be in the playground from **8.40**

am to greet pupils and parents and support with arrivals. Classes should start to move inside at 8.45am. Arrival by a child after 9.15 a.m. is recorded as an unauthorised absence. Attendance at school is monitored extremely carefully and all absences are followed up - reasons for absence need to be provided by the parents and these are recorded by the attendance officer on Integris. Proof of medical appointments is always requested before authorising such an absence. Extended leave is not permitted unless a family has exceptional circumstances. Should a family take leave without permission they are referred to Camden who issue the relevant warnings and fines.

### 4.3 Child Protection

**The designated teacher for child protection is the Headteacher, Jemima Wade.**
**The deputy designated teachers for child protection are the Acting Head, Bernie Mukasa and Acting Deputy Headteacher, Reena Merali.**

Staff should report to the designated child protection officer **as soon as possible** on the same day that any disclosure is made. They need to report verbally AND in writing (using the orange Concern Form, copies of which are available in the staff room or outside the head teacher's office). They must report: any physical injury for which the explanations are unsatisfactory or inconsistent, any admitted punishment which seems excessive including *any* punishment with an object or punishment which leaves a mark, any disclosure by a child of sexual abuse. The school recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and will be dealt with accordingly and in line with current policy.

When there is any concern about a child's emotional welfare or possible neglect, teachers must discuss this with the designated child protection officer immediately.

You will be informed by the designated child protection officer as to the names of children in your class who are subject to a 'Child Protection Plan' or who are 'Children in Need'. These children are closely monitored. Their attendance in particular is kept under scrutiny at all times and Camden Safeguarding & Social Care Division is informed if a child is away for three consecutive days. See Safeguarding & Child Protection Policy for details.

All staff members undertake formal training every year to update knowledge and skills in this area.

### 4.4 Child Protection and the use of multimedia (photos, video, internet).

Staff are expected to know if any of their class are not allowed to be photographed/videoed at school. Please refer to the Computing and E-Safety Policy for details of using ICT and the Internet Safely.

### 4.5 Behaviour and Discipline

Each pupil has the right to:

- feel safe and secure from insults, violence and danger of any kind,
- be treated with courtesy and respect,
- have equal opportunities, regardless of race, religion, sex and ability,
- be set high standards of attendance, punctuality and achievement,
- be able to learn in a suitable, attractive and caring environment.

Please see Motivation and Behaviour policy for further details.

### 4.6 General Conduct and Discipline

We expect the children to exercise self-discipline and communicate this expectation through our own behaviour. Staff and adults should act as good role models.

All staff are responsible for dealing with poor behaviour inside and outside classrooms (stairs, playground, halls etc.). **The school Behaviour & Motivation Policy (including procedures for dealing with serious discipline problems) sets out details and guidance.**

The code of conduct for children includes these basic rules:

i) Walk on the left up and down the stairs ensuring that you are using the correct staircase (due to a one-way system),

ii) Walk, do not run in the school building,

iii) No money, sweets, toys or chewing gum are allowed in school. Mobile phones can only be brought with agreement of the Headteacher and are left at the office,

iv) Children are expected to treat others with respect and kindness. Bullying, fighting, swearing or other verbal abuse are never tolerated or overlooked;

### 4.7 Additional Notes for Teachers

Sexual Harassment, Sexist, Racist, Homophobic or Bullying Incidents

These MUST be reported to a member of the Senior Leadership Team (SLT) and noted on CPOMS.

There is guidance in the Anti-bullying Policy on how bullying and prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

## 5.0 HEALTH AND SAFETY

**All staff** are responsible for following Health and Safety guidelines.
A full Health and Safety Policy sets out expectations. This is shared with staff at induction and referred to regularly in business meetings.

### 5.1 Accidents

All accidents involving children must be recorded by a qualified first-aider. The online accident record (on CPOMS) is kept in the Medical Room. All head injuries and more serious cuts, scratches or bruises are also notified to parents -usually by a telephone call. Teachers will be given a slip each afternoon informing them of notifications sent to parents. If a teacher is unclear about the details of an accident they should call the office for clarification before handing a child over to parents. If a teacher hands over an injured child without explanation it reflects badly upon the teacher and suggests a lack of care/lack of attention to detail – even if the teacher was not with the child when the injury occurred. In more serious incidents the member of SLT on duty will work with first-aiders to decide whether an immediate call home is necessary. Any accident resulting in sustainable injury or a hospital visit must be reported to the Headteacher or Deputy Head immediately and recorded on the LEA online accident reporting system. Adults responsible for supervision at the time of the accident are required to fill in this form with Kareen Mahoney.

All support staff should work with teachers to ensure that there are no gaps in sharing information with parents. All parental concerns regarding accidents should be referred to SLT.

### 5.2 Medicals

The school nurse attends school regularly. She deals with referrals and carries out medical screening checks. She is based in the yellow room.

If a teacher has a concern about a particular aspect of a child's health e.g. hearing, eye sight, general well-being, they should talk to the Inclusion Manager (Bernie Mukasa) who will refer to the School Nurse.

### 5.3 Medicines in School and Medical Needs

We work closely with parents to support children's attendance at school. If a child suffers from a serious condition requiring regular medication, the school first-aiders and parents will devise a plan.

Children must not be allowed to bring any medicines to the classroom. Parents are required to give written authorisation and instructions to the office if the school agrees to manage children's self-medication. See Administration of Medicines Policy.

Medication and inhalers for asthmatic children are clearly labelled and stored in the Medical Room. A list of children suffering with severe medical needs is kept in each class.

**5.4 Fire**

**Fire alarm System**

There is an automated fire detector and alarm system at Argyle. All staff must ensure that they note the location of fire action points in their classrooms and nearby corridors. Children must be taught that they must not press or lean against the action points as they move around the school. Deliberate misuse of the system will incur very serious sanctions, including formal exclusion.

**Emergency 'Lock Down' alarm**

There is a specific alarm that is only to be used in the event of a serious emergency requiring 'invacuation' rather than evacuation. This alarm is a series of broken alarms rather than the continuous ringing of the fire alarm. In the event of this alarm sounding, staff should bolt classroom doors and hide children out of sight of the doors, in silence, until advised otherwise. All mobile phones should be switched off. Staff should stay calm and do everything possible to keep children calm. In an invacuation situation, no-one should be allowed to leave the room until the 'all clear' is confirmed by a member of SLT.

**Discovering a Fire**

If you discover a fire you should sound the alarm by pressing one of the alarm points located in class or in the communal areas. You must then assist with the evacuation of the building.

The basic rules to remember when you hear the alarm bell are:

- do not panic – stay calm,
- lead the children out of the building from the agreed exit, or if this is blocked, then the nearest exit to you,
- when you have reached a safe place or nominated assembly point, call the register and ensure all children are accounted for,

- raise your arm to **show** that all children are accounted for (it is important that you complete your daily total sheet each day so that everyone in the class know how many children are present).

A fire drill is held at least once every term. The evacuation procedures are displayed in each classroom. Please make sure that your children are familiar with the procedures at all times.

**5.5 Prevention of Accidents**

Staff are expected to be vigilant and to contribute actively to the prevention of accidents at all times. The following action will go some way towards creating a safe work place.

i) Develop an attitude of safe behaviour amongst children by setting an example through your own behaviour,

ii) Leave all entrances and exits clear. Do not leave furniture, equipment or any items which obstruct the walkways,

iii) Please do not leave unwanted articles outside your classroom, in landings or corridors. See the Site Services Officer who will store or dispose of these for you,

iv) Please keep tops of cupboards clear. See that the floor space is free of hazards. Carpet edges should be taped to the floor and electric wires should not be trailing on the floor. Equipment on the floor should be cleared away after use. Spillages must be mopped up immediately,

v) Effective and safe supervision contributes most effectively to the prevention of accidents,

vi) Please report all potential hazards to the Headteacher, who is the Health and Safety Officer,

vii) Staff and their visitors are not permitted to carry hot drinks from the staff room or around the school unless they are in a suitably closed mug or flask. Staff should not drink hot drinks during lessons or take them down to the playground – this looks unprofessional;

viii) All staff must ensure that they sign in and out of the premises appropriately,

ix) A mobile phone must be taken and the number left with the office for every school trip.

### 5.6 Safety in Science and Physical Education (PE)

Safe and careful action should be promoted at all times. Science and PE schemes of works and plans provide specific guidelines for different activities which must be adhered to. Any lessons which require additional safety provisions need to have a relevant risk assessment completed in advance.

Protective clothing is available in our STEAM lab for Science and cooking. This should be used and washed/dried as required.

Children and adults MUST wear appropriate clothing and footwear for physical activity. If children are barefoot for PE then all children in the class should be barefoot.

Long hair should always be tied back.

Jewellery or watches should be removed.

If hijabs are worn during PE they must be short or tucked into PE shirts.

Before any physical activity sessions begin, children and staff should check the floors for any objects that could cause injury and should re-arrange the space to minimise the risk of injury.

### 5.7 Swimming

Swimming is expected to take place throughout the academic year and all classes in KS2 should swim for one term. Learning to swim is a National Curriculum requirement and all children are expected to attend. If they are sick, they should be at home or bring a medical note to excuse them. Children must wear the correct swimwear, not 'beach style shorts', and remember to bring a towel. Teachers must report to the headteacher any child who misses more than one swimming lesson.

### 5.8 Physical Education

All classes take part in Physical Education (PE) activities every week. PE includes dance, gymnastics, athletics, cricket, football, hockey, netball and other games throughout the year.

Children attend school wearing their PE kits on their PE days. This gives staff the time to note who does not have appropriate kit and to ask the office to call home or provide a spare school kit. It is a legal requirement for all children to participate in PE or they will be required to bring a medical note. A record (on CPOMS) must be kept of any children not doing PE and if children are not taking part this must be discussed with parents to emphasise the value and statutory nature of the lesson.

**5.9 School Meals**

The school provides Halal and vegetarian meals for all children. In this academic year (2026-27) this is free to all children in Years 1-6. If they choose, children can bring a packed lunch. There is packed lunch guidance which sets out what is and is not allowed. Water and plain milk are the only drinks allowed in school.

Children choose their meal at registration time and it is important that this information is correct. Teachers should ensure that children understand that they may not change their mind at lunchtime.

**5.10 Resources**

At Argyle we strive to promote the best possible standard of attainment and we invest heavily in resources to support staff in their work. All staff are responsible for the maintenance and storage of resources. Resources are carefully organised to meet the objectives and content of the school's Curriculum Framework.

i. Little Wandle Reading books are stored in the Discovery Zone -organised by phonics level. Little Wandle Fluency Books are stored in the Zircon Classroom. Banded sets of guided Reading books are stored in the Discovery Zone. Each classroom has a set of Reading for Pleasure books-displayed in the Book Corner and a set of Reading Roadmap books.

ii. Each classroom has a stock of atlases, dictionaries, thesauri and maths resources.

iii. Science resources are kept in numbered Science Resource boxes. Boxes 1-10 are stored in the cupboard outside the Caterlink kitchen in the middle hall. All other boxes are stored in the resource room next to the music room.

iv. Key Stage 1 Topic boxes to support the curriculum are kept on the staircase behind the sensory room. Key Stage 2 Topic boxes are kept in the top hall resource room next to Year 4/staff toilets.

v. Design and Technology resources are stored in the Art and DT room.

vi. Two halls are equipped with apparatus for Gymnastics. Further equipment for PE is stored in the PE cupboard adjacent to the PPA room.

vii. Consumable stock for classrooms is available in the stockroom. Please ask the admin team if there is anything else you require.

### 5.11 Camden Learning

We are a member of Camden Learning. Camden Learning provides a range of professional development opportunities for all schools in Camden. Usually you will be booked onto relevant training by SLT. Do not book yourself onto training unless asked to do so by SLT.

## 6.0 STAFFING

### 6.1 Appointments and Promotion

Staff are encouraged to develop their particular personal and professional interests and aptitudes with a view to career development and gaining job satisfaction. The school's staffing structure allows for promotion within the school.

The Headteacher provides references in response to staff requests. It is courteous to let the Head know before you name her as your referee. These references are open and staff attendance and punctuality is normally commented upon.

National agreement on the period of notice applies. Unless unavoidable circumstances or exceptional job opportunities arise, staff are expected to change jobs at the end of the academic year. This protects our children from the obvious damage that changes of teachers mid-year are known to cause to their progress.

### 6.2 Professional Development Cycle

The Governors have a policy for Professional Development and Appraisal. A cycle of annual reviews is in keeping with the academic year, with lesson observations and structured feedback focusing on continuous professional development. At Argyle we know that we can only attain the highest possible standards when all staff subscribe to our culture of drive and aspiration and are both responsive to feedback and engage appropriately in teamwork.

### 6.3 Leave and Absence

National and local conditions form the basis of leave entitlement in the Pay and Conditions documentation. The London Borough of Camden Schools Special Leave Guidance has been adopted by the governing body and sets out leave entitlements and cases where leave may be requested and considered. Staff are expected to familiarise themselves with this before requesting leave. All requests for leave should be put in writing using the school's 'Request for Leave' form and then discussed with the headteacher. Staff should not assume that leave will be granted before it has been granted -in writing. Staff should also familiarise themselves with the London Borough of Camden's Sickness Absence Policy and Procedure

for schools which has also been adopted by the governing body. All staff are expected to follow the school's procedure on reporting absence which is set out below:
In the case of emergency and sickness absence, all staff are asked to inform the Headteacher between **7.00 am and 7.20 am** on the following number: **07415858472** and if she is unavailable the Acting Headteacher on **07787516936**.
If, for any reason, they are unable to get through they should text the Headteacher's number stating the reason for absence and must call the school and talk to Kareen at **7.40 a.m.** When a member of staff has been absent, he/she is required to contact the office before 3.00 pm to inform the Headteacher about whether or not they will be returning the next day. **Staff are expected to report to the headteacher before school on their return from sickness.** If you have been absent more than 4 and less than 7 days, a self-certification form will need to be completed by the end of the same day that you return. Absences exceeding 7 days will require a medical certificate.

Members of the cleaning team must phone their line manager, Mary Keegan on **07930 025 944**, at **5.00am** to let her know they are not coming in either through illness or any other reason. If for any reason the call goes to voicemail, they must make every effort to phone her again to ensure that they speak to her between 5.00am and 7.00am. If their absence is longer than one day, they are required to follow this procedure each day.

For all staff members, texts and voicemails which are not followed up by a phone call or a written conversation (with the headteacher or cleaners line manager) are not acceptable, neither are phone messages from other members of their family or a friend. Failure to phone and speak to the Headteacher or Acting Headteacher in person will result in absences being unpaid and may result in disciplinary action.

Hospital or medical appointments should be arranged before/after school or during school holidays. Where this is impossible leave may be requested and authorised. However, this may be unpaid.

**6.4 Dress Code**

Staff are expected to wear smart clothes to school which reflect the professional environment we work in. Flip flops, vest tops, low cut and backless tops or low-cut revealing trousers are all inappropriate. Though jeans are not generally considered to be appropriate to a professional environment, staff have requested that they be allowed to wear smart black jeans. This has been agreed. Teachers may wear smart jeans for educational visits.

**Like the children, staff must change into appropriate clothing for P.E. for health and safety reasons.**

**6.5 Mobile phones**

Staff must not carry a mobile phone visibly around with them. Phones must be on silent and only answered or referred to in breaks. Mobile phones must not be used at all in the EYFS.

Mobile phones and all other personal items, e.g. handbags, backpacks, are the responsibility of the owner.

**6.6 Financial Regulations**

Camden Council's financial regulations guide budget management in our school. Specific guidance has been collated for the staff who manage specific budgets. All staff need to be familiar with the following golden rule:

You must seek authorisation before incurring any expenditure, regardless of the amount of money involved. Only specific budget holders or the Headteacher can authorise, and only authorised expenditure will be reimbursed.

**6.7 Grievance and Discipline**

The Governors have adopted Camden LA's policy on Grievance and Discipline. This takes due account of the legislative framework governing employment of teachers, support and manual staff. A copy for reference is available from the school office and in the staff room.

We aim to manage and resolve difficulties and conflicts professionally and amicably and work hard to avoid invoking formal disciplinary and grievance procedures. However, if such a need does arise, we are committed to following the agreed procedures.

**6.8 Staffroom Tea and Coffee**

The staffroom is a place to relax in a socially distanced manner. It contains safeguarding information, general information, rotas and timetables. Tea, coffee and milk for drinks is currently available on a 'help yourself' basis. A cleaning up rota enables us to take care of our environment and all staff take part in this, however individual staff should put their own belongings in the dishwasher (after rinsing) and their own litter in the bin. Staff are asked to empty the fridge of their food items on a weekly basis for hygiene reasons.
Children are not allowed in the staff room at any time.

**6.9 Smoking/Vaping Policy**

The school has a strict no smoking policy. Staff wishing to smoke must do so outside out of the school premises and away from the school gates. Smokers are expected to keep cigarettes, matches and lighters locked away in the interests of health and safety.

6.10 **Alcohol**

No alcohol should be consumed on the premises without the permission of the headteacher. For the avoidance of doubt this permission should be in writing (emails are acceptable). Once permission has been granted, only sealed, unopened bottles may be stored in the staffroom or the ground floor kitchen. No opened bottles should be kept on the premises. Alcohol must never be consumed or stored in classrooms.

## 7.0 PARENTS AND THE COMMUNITY

Parents are our children's first educators. At Argyle we 'go the extra mile' in working with parents/carers. It is essential that teachers and support staff make every effort in building a positive and constructive relationship with parents. If difficulties arise with parents/carers, staff **must** seek the support of their phase leader or any SLT member. Most problems can be solved simply if dealt with properly. If not fully dealt with they can quickly escalate and small issues can cause a disproportionate amount of unhappiness.

### 7.1 Home-School Agreement

On entry to Argyle, parents sign a Home-School Agreement which outlines the rights and responsibilities of children, parents and the school – see appendix 5.

### 7.2 Work experience and volunteering

Adults within the community occasionally request to volunteer or carry out work experience. Anyone who requests to volunteer must be asked to complete and submit to the office an application form and must undertake a full induction. All requests for work experience by secondary school pupils must be made, **in writing,** directly to the Headteacher.

## 8.0 GOVERNORS

The school governors meet regularly throughout the year. Membership of the Board of Governors is made up of two staff representatives (one of which is the Headteacher), one representative of the Local Authority, three parent governors, four co-opted members and three associate members.

The governors meet as a full governing body approximately seven times a year.

## 9.0 WHISTLEBLOWING

If any staff member has concerns or queries about any aspect of the leadership and organisation of the school, they are encouraged to discuss these with the Headteacher or Chair of Governors. If, for any reason, they feel unable to do this, they may follow the guidance in the Whistleblowing Policy which is available in the policies section of the school network and which is displayed outside the Headteacher's office and in the staff room.

| Revised date | By | Agreed by governors - date | Next review date |
|---|---|---|---|
| September 2026 | J. Wade | Autumn FGB | Autumn 2026 |

Appendix 1: Staff Code of Conduct

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**Policy**

1.0 Introduction

The Code sets out the core values for acceptable standards of behaviour by employees and the consequences of any failure to meet the standards. It aims to ensure:

- employees are clear about the school's standards and expectations of them;
- employees deal appropriately with difficult and/or potentially compromising situations;
- employees recognise their individual, collective and corporate responsibility to promote and encourage high standards of conduct;
- that the pupils and school community receive the best service;
- that the school community is treated respectfully at all times;
- effective management of the school and its services.

1.1. The School's aim is to offer a high quality of education to all our pupils. In order to achieve this we must be responsive to our children, parents and other members of the community, develop our staff and provide high quality leadership and management.

1.2. In our capacity as School Staff and Governors, we have a duty to behave in a way that reflects well on the school, working at all times within the law and according to school policies and procedures. At no time should public confidence in the School be put at risk by the actions or words of a member of school staff.

1.3. We should all be treated with courtesy and respect at all times. Everyone is entitled to be treated fairly. Staff should have a positive attitude, manner and appearance at work both effectively and safely, within the requirements of their Employment. The school recognises that sexual violence and sexual harassment should be dealt with using appropriate guidance.

1.4 This Code sets out the standards of conduct expected by the Governing Body of all school staff. It is not intended to restrict employees in the general exercise of their civil rights as citizens nor in their rights to engage in legitimate trade union activities.

1.5 Every member of school staff will be required to read this code of conduct and sign and date to confirm that they have read and understood the document. For new staff it will form part of their induction. Where staff have any questions or concerns about the requirements of this code then advice should be sought from the Head Teacher or School Business Manager.

1.6 It is important to read and understand the school's Code of Conduct. If your behaviour falls below the standards expected in this code the Head Teacher/Chair of Governors may consider taking formal disciplinary action against you.

1.7. If in doubt about any aspect or requirements of the Code, you should seek advice from the Head Teacher or the School Business Manager or the Chair of Governors.

**2. Underlying principles**

This Code of Conduct applies to all staff in the School.

2.1 It sets out the standard of behaviours expected of all staff. It should be read in conjunction with other relevant school policies and relevant sections of the following

- Disciplinary Policy
- Social Media Policy

- Safeguarding and Child Protection Policy
- Safeguarding in Employment Policy
- Online Safety Policy
- Data Protection Policy
- Freedom of Information Policy
- Dealing with Allegations Against Staff Policy
- Whistleblowing Policy
- Grievance Policy
- Charging and Remissions Policy
- Equality, Diversity and Inclusion Policy
- Acceptable Use of IT Agreement
  And any other school policy

2.2 Teachers must have an understanding of, and always act within, the statutory Frameworks, which set out their professional duties and responsibilities. Where staff are members of professional bodies, they must also comply with any standards of conduct which are set by that body. The conduct of all teachers must always be in line with the Teacher's Standards and for Head Teachers, the National Standards of Excellence for Head Teachers (January 2015).

2.3 The Code does not seek to address every possible circumstance, and simply because a particular action is not addressed within the Code, this does not condone that action by omission. Staff at times will be required to exercise their professional judgement and are expected to act reasonably at all times. Where a member of staff is unsure about how to respond to a particular situation, guidance and support should be sought from the Head Teacher, or in the case of concerns about the Head Teacher, from the Chair of Governors.
Nothing in this Code of Conduct should be taken as overriding existing statutory or common law obligations.

**3. Working in the Education Service**

3.1. The School's Governing Body expects that all staff will deal with pupils, parents, colleagues, governors and anyone else associated by the school with respect, integrity, courtesy and helpfulness. It will not tolerate discrimination by staff members and in particularly on the grounds of race, gender, religious belief, sexuality, marital status, HIV status, disability, age, personal circumstances or any irrelevant criminal conviction This includes not passing on information relating to school pupils and their parents unless there is a requirement to do so and agreed by appropriate designated person/s. Staff are expected to adhere to the Equality, Diversity and Inclusion Policy.

3.2. As well as having a positive attitude and manner, appearance is also important. The Governing Body recognises that there are many acceptable styles of dress, including clothes worn for cultural and religious reasons. However, it is important that all staff dress appropriately and give a positive image of the school. Many parents have expectations of school staff as professionals in charge of their children and their views should be respected.

3.3. Staff must maintain appropriate professional boundaries, avoid improper contact with pupils and parents and respect their unique position of trust as members of staff at the school. If staff have any concerns about a colleague's behaviour towards students, they have an obligation to report it to the Head Teacher or the appropriate designated person/s.

3.4. Staff must expect that colleagues will report them if they have any such concerns about their behaviour in accordance with the DFE's Keeping Children Safe in Education guidance.

**4. Working hours and attendance**

4.1 You should always be reliable and on time when you come to work and go to appointments.

4.2 If you want to ask for leave under any of our leave schemes, for example, maternity, parental, sickness, flexible working hours or special leave, you must follow the conditions of the scheme and, where necessary, ask for leave beforehand.

4.3 You should fill in relevant paperwork such as 'annual leave cards' or 'flexi-scheme cards' within the time set by your manager.

4.4 If you are sick you should always follow our sickness reporting procedure, otherwise we may not pay you. You are responsible for doing the following:

- You must contact the Headteacher, Acting Headteacher (or line manager for cleaning staff) on the first day that you are sick, see details in staff handbook.
- You should explain why you are absent, what is wrong with you and how many days you think you will be off work.
- You should keep in touch with your manager while you are off sick. Daily updates are required unless you have been signed off sick for a set period.
- You must give your manager medical certificates from your doctor every week if you are sick for more than eight days. If your periods of absence become more frequent or problematic, your manager may ask for a medical certificate even if you are absent for less than eight days.
- You must report to your manager as soon as you come back to work.

**5. Alcohol, Drugs and Substance misuse**

5.1 It is the school's policy that employees must not consume alcohol or take drugs (other than prescribed or over the counter drug) during working hours (including lunchtimes and other breaks) and must not work under the influence of either of these.

5.2 Employees must not present themselves at school or at work under the influence of alcohol or drugs. This includes committing a drink or drug offence which could endanger anyone's safety or diminish confidence in the employee's suitability for continued employment.

5.3 Employees must consult their GPs for advice on the effects any legal medication may have on their ability to perform or conduct themselves at work, and advise the Head Teacher accordingly.

5.4 Employees who think that they may have an alcohol, drug or substance abuse problem can speak to the Head Teacher and seek support through the employee assistance programme or other support programme.

5.5 Employees must inform the Head Teacher if they have a genuine reason to believe that a colleague may have an alcohol, drug or substance misuse problem.

**6. Money and Property**

6.1 You should not deliberately keep money that you owe to any Council or the school unless you are allowed to by law. If you have problems with paying the money to any Council or the school, you can speak to the Head Teacher in confidence.

6.2 You should always fill in any document, form or record honestly and never damage, change or falsify it, particularly for financial gain. You are required to complete all documentation honestly to the best of your knowledge

6.3 You must return any property or equipment which you have been allowed to borrow by your Head Teacher/Line Manager as soon as you leave your job or when your manager tells you to.

6.4 You may not borrow school property without the express agreement of the Head Teacher or the Chair of Governors. Any school property you have borrowed must be returned to the school immediately that it is wanted by the school or if you stop being employed at the school.

6.5 It is your responsibility to ensure that any equipment you borrow from the school is properly logged in accordance with School policy for use outside school, including in your home and in transit from home to school. You are liable for the replacement costs of any equipment borrowed by you which is lost, stolen or damaged whilst outside the school unless a written waiver has been given by the Head Teacher or the Chair of Governors.

6.6 You should not copy or take school software including licensed software for your own use, nor use your own software on school equipment.

6.7 School telephones should not be used for personal calls except in exceptional circumstances.

6.8 All staff must abide by the School's financial regulations and procedures and the school's Charging and Remissions Policy. You must not take school property/equipment or supplies without permission from the Headteacher.

**7. Working with all Staff**

7.1 Effective schools are those where staff work co-operatively together. Discrimination by any member of staff will not be tolerated, particularly on the grounds of race, gender, religious belief, sexuality, marital status, HIV status, disability, age, personal circumstances or any irrelevant criminal conviction. All our staff are expected to work together showing respect, courtesy and helpfulness irrespective of the staff member's position in the school.

7.2 Matters will be dealt with under the disciplinary policy, further action will be taken if there is a breach. School leaders should tell you exactly what is expected of you and should support you in your work, including helping you deal with students, other staff, parents and the community should you need it. They should encourage your training and development.

7.3 The school will not accept intimidation of colleagues or using offensive, threatening or insulting words or behaviour. It is not acceptable to fight with or assault any employee or stop them from working.

**8. Working with School Leaders**

8.1 You must always be honest with your manager.

8.2 You must always tell the Head Teacher or the School Business Manager if you change your home address or other personal details.

8.3 Staff have the right to have recourse to the school's grievance procedures if they feel this Code of Conduct has been broken or if they feel aggrieved or have other complaints.

8.4 You should carry out all reasonable and lawful requests made by senior staff to the best of your ability. You should never conceal any matter that you know, you should report.

8.5 Any allegations against staff will be dealt with under the appropriate supporting policy.

**9. Employees' relationships with Councillors, School Governors and anyone else associated with the school**

9.1 Councillors/LA Colleagues should deal with you courteously and reasonably.

9.2 Under no circumstances should you disrupt any formal Council business being carried out by Councillors. The Trade Unions are afforded the opportunity of making representations at appropriate Committees in accordance with the constitutions of those Committees, and members of staff may peaceably and without interference, attend all meetings open to the public when not on duty.

9.3 Employees must not contact school governors over the Head Teacher about personal employment issues. They should speak to their Head Teacher and go through established procedures such as appraisal, grievance and appeal procedures. Employees can also seek advice from their trade union. Only when school procedures have been exhausted should you approach governors.

9.4 Any personal matters to do with your job should not be discussed with Councillors directly, but should be taken up with an appropriate school manager and not a Councillor.

9.5 The above does not preclude you from approaching your local Ward Councillor in his/her role as your elected representative.

9.6 Where personal relationships occur, staff must bring it to the attention of the Head Teacher/Chair of Governors personally and in confidence so that the implications for the Council/school can be discussed and action taken to avoid any difficulties it may present.

**10. Health and Safety**

10.1 The Governing Body, in conjunction with the Education Authority, will do everything it can to meet any statutory obligations and ensure that the school is a safe and healthy working environment.

10.2 It is the responsibility of all employees, governors, parents and visitors to the school to take reasonable care for the health and safety of themselves and others and to assist in the creation of a safe work environment.

10.3 Staff have a responsibility to inform the Head Teacher of any medical condition/illness they have during the course of their employment which may impact on their fitness to undertake their duties or on the health and safety of themselves, pupils, other staff, governors of the school or visitors.

10.4 Adhere to the school's Health and Safety Policy and co-operate in all activities, including training, organised to promote safety.

**11. Use of personal mobile phones, laptops and tablets**

11.1 Staff are not allowed to use their own devices in the presence of the children.

11.2 If there is a requirement for staff to take photographs of children for school purposes this must be carried out using equipment provided by the school and with the agreement of the Head Teacher in line with the agreed school procedures. Information and images should only be retained for as long as required in line with GDPR and the school's Data Protection Policy.

11.3 Schools should provide employees with school mobile telephones for use on school trips.

**12. Confidentiality**

12.1 All school data and information should be managed in line with legislative requirements, good practice and the agreed school procedures. Staff and governors should be aware that the requirement to maintain confidentiality of information about pupils, their families, colleagues and any matters relating to the school itself apply to all forms of communication, including social networking sites, school and personal email accounts.

12.2 Staff must not disclose information given to them in confidence without consent except for that relating to safeguarding of a child which must be passed onto the Designated Safeguarding Lead. Advice should always be sought from their line manager or Head Teacher on the appropriate use of school data and disclosure of school information, if there is any uncertainty.

12.3 Any actions taken by the school must always be in line with the requirements of the GDPR and the Freedom of Information Act 2000 set out in the school's Data Protection Policy and Freedom of Information Policy. School staff should not use confidential information obtained in the course of their employment with the school for personal use, nor should they pass it on to others. Please refer to GDPR policy.

**13. Working with Integrity**

13.1 All school staff are expected to work and behave with integrity and honesty. Occasionally, school staff maybe put into a position where they feel they might be being compromised, for example, over the granting of a contract for building work or the purchase of equipment or over the admission of a pupil to the school or assessment outcomes. If this occurs, you should discuss the matter with the Head Teacher, the School Business Manager or the Chair of Governors.

13.2 If you are offered favours, substantial gifts (worth over £25) or gifts which could be thought to be compromising, you must inform the Head Teacher or Chair of Governors immediately, and before accepting the gift. Failure to report could lead to disciplinary action which could result in dismissal.

13.3 If there is concern/evidence of theft or other improper conduct involving school finance, property or equipment this must be reported to the Head Teacher or Chair of Governors, and where appropriate, the police.

13.4 You must inform the Head Teacher or Chair of Governors, in writing, if you have a close friend/s, spouse/partner, or associates or relatives who are providing goods and/or services to the school and/or who are applying for a position at the school and/or who are bidding for a contract in the school.

13.5 If you have concerns about the integrity of other staff and colleagues you must report the concerns to the Head Teacher and/or Chair of Governors. Please refer to the Whistleblowing Policy.

**14. Safeguarding – including appropriate boundaries in relationships with pupils, communications and use of social media.**

14.1 Staff must safeguard children's well-being, in accordance with statutory provisions, the local Safeguarding Children Board procedures and the school's Safeguarding and Child Protection Policy. Staff must report any safeguarding concerns immediately to the
Designated Safeguarding Lead in school and ensure the Head Teacher or Chair of Governors is informed. All staff have a responsibility to take appropriate action and work professionally with other services accessed by the school as required.

14.2 Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon staff to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. Staff should consider and discuss any such case with the school's Designated Safeguarding Lead Designated Safeguarding Lead and involve children's social care as appropriate.

14.3 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. All staff must work to protect children from the risk of radicalisation and be aware that this is part of the wider safeguarding duties in the school. Staff must intervene to prevent vulnerable people being radicalised and report any such instances or concerns to the Designated Safeguarding Lead.

14.4 All staff must be fully aware of all of the school policies and procedures relating to safeguarding and how to access them. In this school the relevant documents are

located or may be accessed in the school office/ staff room and on the shared network (teaching staff/policies/policies 19-20). Given their position of trust, all staff must ensure that they do not put themselves in any situation where their conduct or behaviour with any pupil could be misconstrued. Any allegations of inappropriate contact with pupils will be investigated according to the Dealing With Allegations Against Staff Policy.

14.5 If a child reports any safeguarding concerns to any member of staff, this must be reported immediately to the Designated Safeguarding Lead and Head Teacher. Staff must not promise confidentiality to a child and always ensure that any actions taken are in the best interests of a child.

14.5 The school should promote a culture of openness, trust and transparency. Where a member of staff has any safeguarding or other concern about the conduct or behaviour of another member of staff, the concerns must be reported immediately to the Head Teacher and where appropriate to the designated Safeguarding Lead. Concerns about the Head Teacher should be referred to the Chair of Governors.

14.6 All staff must be aware that it is a criminal offence under the Sexual Offences Act 2003 (as amended) for anyone to engage in a sexual relationship or grooming for such a relationship with a child aged under 18 with whom they are in a position of trust. It is therefore vital that staff work within appropriate professional boundaries at all times with children and young people with whom they are in a position of trust. If staff are unsure about what action to take or how they should respond to a particular situation they must immediately contact the Designated Safeguarding Lead /Head Teacher. Any concerns about an inappropriate relationship between a member of staff and a student/pupil (irrespective of their age) will be fully investigated under the Disciplinary Procedure for school staff as a potential issue of gross misconduct. Staff must always treat pupils with dignity, building relationships rooted in mutual respect, observing proper boundaries appropriate to their position.

14.7 Guidance on Safer Working Practice is explicit that staff should not establish or seek to establish social contact with pupils for the purpose of securing friendship or to pursue or strengthen a relationship. This is important because:

• Such contact can blur the professional boundaries between the staff member and pupil;
• Such contact can compromise confidentiality;
• Such contact can place both pupil and the staff member in a position of vulnerability or danger;
• Pupils at the school may struggle to differentiate between the role of a staff member and friend therefore have expectations which the staff member cannot fulfil in line with the school's Social Media Policy.

14.8 It is the policy of the school that there will be no personal contact other than in certain exempted circumstances between staff and current/former pupils of school age outside the normal school work environment. This includes non-direct contact such as telephone, text messaging, email or social networking sites. Any proposed work related contact, outside of the normal working environment, must be agreed in advance by the Head Teacher, be recorded and monitored. Unexpected contact with pupils should be kept to a minimum. e.g. brief greeting. Any transport of pupils must be agreed in line with the school policy and always agreed with the Head Teacher.

14.9 School staff should use their professional judgement about correspondence received by a member of staff from former pupils, the public or parents or other significant contact should be discussed with their line manager/Head Teacher as appropriate and filed with any response in the appropriate school records system.

14.10 Staff should be extremely cautious when using social networking sites outside of work and avoid publishing, or allowing to be published, any material, including comments or images which could damage their professional reputation, the reputation of the school, and/or bring the school into disrepute. Where staff do choose to use social networking sites it is strongly recommended that profiles should be set as 'private' and under no circumstances should staff allow access to pupils, their families and/or carers in line with Social Media Policy.

14.11 Staff should not give their personal details such as home/mobile phone number; home or email address to pupils and should be professional at all times in accordance with the ethos of this code.

14.12 If a former pupil requires assistance or some form of help that lies outside of school, they should be signposted to the relevant services. However, if the Head Teacher agrees that further contact with the staff member is relevant and appropriate, a clear plan of involvement, including outcomes and timescales must be drawn up and agreed by the Head Teacher. The Head Teacher must ensure adequate support/supervision is available to the staff member and all contact be recorded.

14.13 Where a close relationship develops between a member of school staff and an ex-pupil which may raise concerns about the member of staff's suitability to work with children, the Head Teacher should immediately contact the Local Authority Designated Officer
(LADO) for guidance.

**15. Applying for Posts**

15.1 When applying for a job, you must not look for any undue favours from anyone else involved in the selection process.

**16. Political Activities**

16.1 All staff have a duty to behave and conduct themselves in a diligent and professional manner in carrying out their duties; and not to let their political or other beliefs impinge in them carrying out their school role and/or in carrying out a reasonable school instruction. Membership and participation in voluntary groups should be declared, if in doubt you should consult with the Head Teacher or School Business Manager.
16.2 Staff should note that under the Local Governing and Housing Act 1989 there are certain local government posts that restrict political activity. This applies to posts whose salary currently is or exceeds that of spinal column point 44 (PO5) of the salary for the NJC Employees. If clarification or advice is required on this matter you should contact the Camden Schools HR Business Advisor Team.

**17. Working for Yourself and Outside Bodies**

17.1 The Head Teacher or Chair of Governors must be informed and agreement given before you agree to take on responsibilities or other jobs, paid or unpaid.

17.2 You must not have another job without the Head Teacher's explicit written permission. Any such work must not affect your ability to do your job, conflict with or detrimentally affect the School or weaken public confidence in the school.

17.3 The school welcomes staff involvement in voluntary, trade union or other organisations. However, you must only be engaged in activities for that body during your own time.

17.4 You must not use your position in the school to gain additional employment and you may not been engaged in such employment during school time (which includes sick leave), or use school or Council equipment such as telephones, fax machines, information technology, (including e-mail and internet) to carry out personal work.

17.5 Unless you have written permission from your Head Teacher, you should not carry out private work for the Council, its clients, tenants or organisations that serve it, except as part of your job.

**18. Working and the Law**

18.1 All school staff must act within the law whilst undertaking their official duties at all times. Staff must not undermine fundamental values, including democracy, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

18.2 All School staff must produce evidence that you have the right to work and live in the UK, even if you are a UK citizen. The school must have proof of your right to work in the UK before you begin work and intermittent checks will be carried out during employment to ensure compliance with statutory requirements. Sections 15 to 25 of the Immigration, Asylum and Nationality Act 2006 (the 2006 Act), section 24B of the Immigration Act 1971, and Schedule 6 of the Immigration Act 2016.

18.3 Unless exempt by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986, any criminal convictions which occur whilst employed by the school/council should be disclosed to the Head Teacher or Chair of Governors. The purpose of this is not to prejudice employment but to safeguard the interests of the school, the Council, the employee and students

18.4 Furthermore, you must declare to the Head Teacher if you are currently charged or convicted, cautioned or bound over for any criminal offence. The purpose of this is not to prejudice your employment but to safeguard your interests and those of the school and Council. The Head Teacher will consider your job and whether public confidence may be damaged or whether your job may be affected by the charge.

18.5 If you find out or think an employee is breaking the law in his or her work, you must tell the Head Teacher.

**19. Working with the Media**

19.1 You should not speak, write or give interviews, which includes telephone calls, to the press about School or Council business, without the prior agreement of the Head Teacher or the Chair of Governors. The Council has a press office which deals with the media and their advice should be sought before statements are made. The press office will deal with all media enquiries on your behalf if you wish.

19.2 You should pass on all inquiries from the press, radio or television to your Head Teacher.

19.3 You may speak on behalf of one of the Governing Body's recognised Trade Unions in pursuit of legitimate industrial relations activities with only the agreement of the Head Teacher or Chair of Governors.

19.4 You must never publicise material which is confidential or against the schools/councils interests or our pupils' interests. If you have any concerns, you should speak to your Head Teacher or go through recognised procedures, such as the grievance procedure.

If in doubt consult the Head Teacher or the Chair of Governors.

**20. Misconduct**

20.1This Code of Conduct also sets out the standards of behaviour expected from all members of staff and you should understand that disciplinary action may be taken under the school's disciplinary policy and procedures, including where appropriate dismissal, may result if standards of behaviour and conduct fall below those outlined in the Code.

**21. Whistleblowing**

21.1 All staff have a duty to report matters of concern.

21.2 You have a responsibility to bring matters of concern to the attention of the Head Teacher/Designated Safeguarding Lead and/or relevant external agencies at an early stage. This is particularly important where the welfare of children may be at risk.

21.3 If you believe there has been any fraud, irregularity, corruption or the law has been broken, you should raise the concern with the Head Teacher in the first instance. However, this depends on the seriousness and sensitivity of the issues and who you believe to be involved in the alleged malpractice. For example, if you believe that a Director or others in management are involved, you may wish to use Expolink instead. Where you are able to phone a call-centre and give information in confidence. This service is provided by an independent organization and you will not have to give your name unless you want to.
Expolink is an impartial external organisation that provides staff with a confidential 'protected disclosure' service. You can contact Expolink on **0800 374199**. Please refer to the whistleblowing policy for further guidance.

**Leadership Team Roles and Responsibilities 2026-27**

| | |
|---|---|
| **Mark Chesher**<br>**Chair of Governors**<br>(Responsible for Safeguarding)<br><br>**Laura Brown**<br>**Vice Chair** | To ensure clarity of vision, ethos and strategic direction.<br>To hold the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.<br>To oversee the financial performance of the school and make sure its money is well spent. |
| **Jemima Wade**<br>**Headteacher** | Strategic Vision and Governance<br>Ethos, Personal Development and Collective Worship<br>Budget<br>Personnel and Recruitment<br>DSL- Safeguarding & Child Protection<br>Premises<br>Appraisal and Professional Development<br>Curriculum lead<br>Standards of Attainment and Quality of teaching<br>Whole School attendance and punctuality<br>School website<br>Induction of teaching staff including TAs<br>Lunchtime provision - play, inclusion and ethos (MDS team) shared with BM<br>Volunteers |
| **Bernie Mukasa**<br>**Deputy Headteacher** | Inclusion Manager<br>o Disadvantaged pupils<br>o Behaviour and motivation and Trauma Informed Practice<br>o Equalities<br>o Attainment of groups<br>o Medical Needs and First Aid Team<br>Deputy DSL- Safeguarding & Child Protection<br>Phase Leader - KS2<br>Quality of Teaching in Year 5 & 6<br>Computing Lead<br>Lunchtime provision - play, inclusion and ethos (MDS team) shared with JW<br>PGCE students<br>Rotas, timetables and supply cover |
| **Reena Merali**<br>**Deputy Headteacher** | Leader of Early Years Foundation Stage and KS1<br>Quality of teaching in EYFS - 2<br>Leader of Reading and Oracy<br>PE leader |

| | |
|---|---|
| | Whole school Assessment lead |
| **Rubel Uddin**<br>**Assistant Head** | SENDCO<br>Writing Lead<br>Mental Health Lead<br>Leader for extra-curricular activities<br>CPD and appraisal of the teaching assistant team (supported by JW) |

**Subject Leaders**

| | |
|---|---|
| Melanie Jones | Science,<br>ESD (including Healthy Schools)<br>STEAM |
| Claudia Quinn and Jo Lyon supported by Bernie Mukasa | Mathematics |
| | Geography |
| Bethany Courtsley | History<br>PHSE (including SRE) |
| Sufia Tunu | RE |
| Dana Hadri | Art<br>DT |
| Annette Pryce | Music<br>School Council Lead |

**APPENDIX 3**

**KEY POLICIES**

Safeguarding and Child Protection
Health and Safety
Data Protection
Data Breach
E-Safety
Behaviour and Motivation
Teaching and Learning
Assessment, Marking and Feedback
Anti-Bullying

Appendix 3 : Home School Agreement.

# ARGYLE PRIMARY SCHOOL

## The Home-School Agreement

# Home Responsibility

**Attendance and Punctuality I agree that:**

- My child will come to school on time every day;
- **I will not take extended visits overseas in school time;**
- I have been informed that any unauthorised extended leave in term time (even at the start or end of term) will be followed by a fine (£60 per child per parent);
- I will not arrange doctor/dental visits during school hours, unless in an emergency;
- I will contact the school, by telephone, to report any unavoidable absence;
- I will pick up my child punctually at 3.15 p.m. or after extra-curricular activities.

**School Work I agree that:**

- My child will join in all lessons and activities, including PE, swimming and educational visits;
- I will help with my child's learning, e.g. by coming to parents' meetings and organised classes, assemblies and performances.

**Homework I agree that:**

- My family will help my child(ren) do their homework, including ensuring children read each day. I will buy a book bag for my child(ren) to carry books safely.

**Behaviour I will help my child to:**

- Understand their rights and carry out their responsibilities towards all children and adults in the school;
- Show high standards of personal behaviour and accept school rules, rewards and sanctions:
- Respect property and pay for any deliberate loss or damage (e.g. to books taken home).
- Understand that they must not bully other children.
-

**Welfare I will support high standards of health and safety by making sure that:**

- My child always wears school uniform, including correct footwear, and brings a water bottle to school (see the School's Policy);
- My child wears PE kit and/or swimming costume for these compulsory lessons;
- My child will eat school, packed or home lunch and not bring sweets, chewing gum, fizzy or sugary drinks to school;
- I teach my child about personal hygiene;
- My child joins in after-school activities and, at Key Stage 2, in at least one extra-curricular health and fitness activity (e.g. sport, dance, yoga) each term;
- I give all medicines and medical treatments at home (except those for asthma or other chronic conditions);
- I will ensure that the school always has an up-to-date emergency contact number and address.

**School meals** I will**:**

- ensure that all payments for school meals will be made in advance;
- provide my child/ren with a packed lunch if I accrue a debt for school meals of £20 or more;
- follow the school Packed Lunch Policy if providing my child/ren with a packed lunch.

**Communication** I will**:**

- Sign up to the ParentMail app to ensure that I have full communication with the school at all times;
- Read the newsletter to keep up-to-date with school life and information;
- Adhere to the school policy of not uploading images taken in school to the internet or social media sites.

**Parental conduct** I will:

- work constructively with the school even when issues and disagreements arise;
- raise any concerns or complaints in an appropriate manner;
- report to the senior leadership team any issues involving bullying;
- act calmly and appropriately when on school premises;
- NOT challenge other people's children;

I understand that if I do behave in an aggressive, abusive or inappropriate manner in school, then my permission to enter school premises may be withdrawn.

**E-Safety** I will:

- Supervise my child/ren's use of the internet, including online resources, games, youtube etc. ensuring that they do not access inappropriate sites or post abusive or inappropriate content online.

# School responsibility

**Attendance and Punctuality The school will:**

- Employ well qualified and experienced teachers who plan every lesson carefully;
- Look after your child's health and well-being while at school;
- Guarantee that your child's safety is top priority at all times.

**School Work The school will:**

- Teach every child the full range of subjects in the National Curriculum and more;
- Give full and clear information about the curriculum, each child's progress and standards achieved;
- Publish a termly list of class assemblies, parents' meetings and performances through the newsletter.

**Homework The school will:**

- Set regular homework; provide well-chosen reading books and after-school homework support.

**Behaviour The school will:**

- Make clear the school's code of conduct for children and adults;
- Listen to every child's and parent's view; give and take good advice about behaviour and use rewards and sanctions fairly;
- Provide a learning environment, materials and equipment of a very good quality.
- Ensure that we are pro-active in preventing bullying and fully explore any allegations of bullying.

**Welfare The school will provide:**

- School uniform, book bags and a range of other learning materials for sale;
- Healthy school meals for all and free fruit daily for Key Stage 1 children;
- Fresh drinking water;
- Personal, social and health education;
- Clean and well-maintained classrooms, playgrounds, toilets and washbasins;
- A range of extra-curricular activities for personal growth, enjoyment, health and fitness;
- First aid by trained staff and facilities for children with asthma or other medical conditions.

**School meals**

The school works with our contractors, Caterlink, to provide a nutritious choice of meal each day. The school will share menus with parents and carers.

**Communication The school will:**

- Communicate via the ParentMail app, website and weekly newsletter;
- Endeavour to give parents sufficient advance notice of all school events;

**Staff Conduct All school staff will:**

- work constructively with parents/carers even when issues and disagreements arise;
- listen to any concerns or complaints and advise parents/carers of to how they will be addressed;
- report concerns in writing (including any issues of bullying) to the headteacher and appropriate line managers.

**E-safety The school will:**

- Teach children about online safety;
- Ensure that appropriate blocks and filters are installed on all IT equipment used by children;
- Ensure that all pupils in KS1 and KS2 understand and sign an age appropriate 'acceptable use' agreement;
- Ensure that all stakeholders understand that the photographs of school events cannot be uploaded to the internet/social media sites without the express consent of the school.

**Data Protection: The school will ensure**

- That all information provided to us by parents and carers will be kept safely and confidentially
- That information will only ever be shared securely with LA Camden and the Department for Education whenever there is a legal requirement to do so, with Integris, ParentMail and the Latin Programme for administrative purposes, and with the NHS for health and welfare purposes.
- In rare individual cases information will be shared with the police or social services.

**Argyle Primary School**

# Home-School Agreement

**School Copy**

I/We agree to carry out my/our responsibilities in the Argyle Primary School Home-School Agreement for the child(ren) whose name(s) appear below.

(Please delete as applicable)

## Named person responsible for school:

Jemima Wade - Headteacher

Signature: J. Wade

## Named person responsible for home:

Signature: Date:

Child's Name: d.o.b. Class:

Child's Name: d.o.b. Class:

Child's Name: d.o.b. Class:

# PARENTAL AGREEMENT FOR USE OF IMAGES

Dear Parents/Carers

**PERMISSIONS FOR USE IN SCHOOL, IN NEWSPAPERS AND/OR MAGAZINES, AND ON ARGYLE PRIMARY SCHOOL'S WEBSITE**

Please complete **1, 2, and 3** on this form and return it to the school office together with the emergency contact form.

| | **Please tick** |
|---|---|
| I give permission for my child(ren)'s photo to be used within the school | **Yes** ☐ **No** ☐ |
| I give permission for my child(ren)'s photo to be used on Argyle's website (this includes the weekly newsletter) | **Yes** ☐ **No** ☐ |
| I give permission for my child(ren)'s photo to be used in national and local newspapers/magazines | **Yes** ☐ **No** ☐ |
| I give permission for my child(ren) to be taken on local and non-local visits and outings as part of his/her education, e.g. to the library, local shops, parks, museums, galleries, etc. Modes of transport used for these trips will be made known. | **Yes** ☐ **No** ☐ |

***Withdrawal notice:*** *I understand that I may withdraw my permission for the above at any time.*

**Signed: (Parent/Carer):** _____ **Dated:** _____

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**Name of Child:** _____ _____