

# Archibald Primary School



## Placement Brochure 2016 - 2017

"Believe and Achieve"



## Contents

### Page 1

Introduction  
School Aims  
School Organisation

### Page 2

Contact Information  
Who's Who?  
Health & Safety

### Page 3

Time Keeping  
Dress  
Use of Staff Rooms  
Toilets

### Page 4

Resources  
Policies  
Visiting Tutors  
Appraisals

### Page 5

General Advice  
Confidentiality  
Written Comments  
Your Mentor  
How to Please your  
Mentor  
How to Upset your  
Mentor

### Page 6

And finally....  
Documents of Interest  
Awards

## Introduction

The purpose of this brochure is to give you a brief introduction to Archibald Primary School so that you will gain the most you can from your placement with us. We take students on placements from a wide range of organisations for an equally wide range of purposes.

Whilst the information in this brochure will give you a brief introduction and answer some of the questions you probably never even thought of asking, it is important that if you are unsure of anything you should ask.

Your first point of contact should be the teacher or member of staff you are working alongside.

## School Aims

In our school we aim to understand and meet the needs of the individual child. In order to do so, the school provides a happy, safe, secure and intellectually stimulating environment where the children are not merely given the opportunity to reach their full potential, but are expected to do so.

The children of Archibald Primary School are encouraged to give of their best by putting the emphasis on personal achievement.

In return we adopt a philosophy of continuous improvement in every aspect of the school's work and life – always placing the children's work at the centre of the learning process.

## School Organisation

There are seven year groups in Archibald Primary School, Reception to Year 6. We also have a nursery and a Pre-School so children can attend from 2yrs old to eleven years old.

The ground floor is occupied by Pre- School, Nursery, Reception, Year 1 and Year 2 classes. The general office, headteacher's room, staff room and meeting room/community room are also situated on the ground floor.

Year 3, Year 4, Year 5 and Year 6 classes are situated on the upper floor. Upstairs there is also a computing room and well stocked library. We are fortunate to have two halls, one on each floor in addition to our larger multi-use dining hall.

The building is large and can appear daunting to newcomers, however the layout is simple and if you get lost there is always someone to point you in the right direction if you ask!

The information in this brochure  
was updated in August 2016



## Who's Who?

Headteacher: Mrs Anita Jefferies

Deputy Headteacher: Mr Steve Cowgill

Phase Team Leaders:-

Foundation Nursery: Miss Jennie Davis

Foundation Reception: Mrs Emma Verheyen

Key Stage 1 (Y1): Mr Steve Cowgill

Key Stage 1 (Y2): Miss Catherine Spark

Lower Key Stage 2 (Y3): Mr Steve Kearns

Lower Key Stage 2 (Y4): Mr Jake Appleyard

Upper Key Stage 2 (Y5): Miss g Ferguson

Upper Key Stage 2 (Y6): Mrs Claire Dalton

SENCo: Mr S Cowgill, Miss C Marley

Child Protection: Mrs Emma Verheyen

School Bursar: Mrs Sharon Stuttard

Administration: Mrs k Leadbitter / Miss Alex Smith

The member of staff responsible for student placements and work experience placements is Mr Cowgill.

ITT Mentors (York St John University): Mr Cowgill, Mrs Nixon and Miss Rogers.

Safeguarding Leads: Mrs E Verheyen, Miss L Chapman and Mrs A Jefferies

## Health and Safety

Health and Safety notices are displayed in the staff room. First aid kits are located on each corridor. Our administration staff are also trained first-aiders and can generally be found in the office. **It is very important that you do not administer first aid to anyone else if you are not a trained first-aider.** Pupil inhalers are kept in the main office. The accident book is also kept in the school office. Within each corridor is equipment for clearing up after any pupils who may be sick.

There is a large car park with fencing around it for staff and visitors to use. The car park is out of bounds to all children, and to parents' cars. If you use the car park please ensure that you close the blue gates to prevent children accessing this dangerous area. Please be aware that the car park barrier is electronically controlled and all staff requiring one will be provided with a pass to use to raise the barrier. Please do not allow anyone without a pass to access the car park.

All visitors to school must report to the main reception to sign in upon arrival.

All external doors are locked for security reasons. They can be opened from the inside by pressing the green button. Please do not open these doors from the inside to allow access to the building unless you are sure who you are admitting.

The gates from Haywood Street into the school playgrounds will be closed and locked between 9:15am and 2:45pm each day. During these times access to the school site will be via Barnaby Avenue

## Contact Information

Archibald Primary School is a co-educational foundation school for boys and girls between the ages of 4+ and 11.

There is a pre-school class and a nursery class attached to the school.

### School Address:

Archibald Primary School  
Ayresome Green Lane  
Middlesbrough  
TS5 4DY

Telephone: ☎ (01642) 804 101

Fax: 📠 (01642) 804 102

### Chair of Governors:

Fr. Glyn Holland  
Archibald Primary School  
Ayresome Green Lane  
Middlesbrough  
TS5 4DY

### Local Education Authority:

Education Offices,  
Middlesbrough Council,  
Vancouver House,  
Gurney Street,  
Middlesbrough.



# Safeguarding

Staff at Archibald Primary School, both teaching and non-teaching endeavour to provide an atmosphere which is warm and friendly, thus ensuring all children feel safe secure and valued.

The school has a designated Safeguarding Lead (Emma Verheyen) who is trained to support staff and liaise with other agencies. Staff and volunteers are responsible for raising any concern about children's welfare with the Safeguarding Lead, who will make decisions about referrals. Referrals are made immediately where there is a risk of immediate or serious harm.

## Procedure:

- a) Listen to the child rather than directly question.
- b) Never stop a child who is freely recalling significant events.
- c) As soon as appropriate, make a note of the discussion, taking care to record the timings, setting and persons present and what was said.
- d) Do not make promises that you cannot keep – especially about confidentiality.
- e) Communicate to the child that you are listening to what they are saying.
- f) Inform the Designated Safeguarding Lead.

School also has a responsibility to prevent radicalisation and to challenge extremism under the Counter-Terrorism and Security Act. Staff and volunteers should assess the risk of pupils being drawn into terrorism and refer them to the appropriate authorities, namely the police and / or the Local Authority. The designated Safeguarding Lead will make decisions about referrals.

The Governing body ensures that there is a child protection policy and staff code of conduct in place. Archibald Primary School also has procedures covering recruitment and selection, the handling of allegations and children going missing from education.

## Further reading:

Archibald Primary School Policy for Child Protection.

Keeping Children Safe in Education Gov.UK – DfE

Prevent Duty – guidance for England and Wales – Gov.UK –

Home Office



## Time - keeping

The school doors are opened to pupils at 8:45 am.

### Lunchtimes:-

Foundation Stage classes finish for lunch at 11:30 am and the afternoon session starts at 12:30 pm.

Y3 & Y4 lunchtime 11.50am – 12.30pm

Y1 & Y2 lunchtime 12.10pm – 1.00pm

Y5 & Y6 lunchtime 12.20pm – 1.00pm

School finishes for pupils at 3:00pm.

Pre-school and Nursery times are:-

8.30 am – 11.30 am and 12.15pm – 3.15pm

Time commitments for individual placements can vary considerably and need to be discussed with the teacher or member of staff with which you are placed, however it must be stressed that punctuality and professionalism are important – please arrive on time and notify the school as soon as is possible if you are going to be late or unable to attend. (☎ 01642 804101) As a general guide, teaching assistants start work at 8:30 am and teachers directed time starts at 8:40am although most are busy preparing in their classrooms before this time.

Please remember that teachers are very busy and if you need to speak to them about your placement or assignments you will need to negotiate a mutually convenient time.

## Dress

It is important to portray professionalism at all times when on placement. Dress should be smart and appropriate. Please remember that practical activities undertaken with pupils can be messy (paint, glue etc) so don't wear your best clothes! Jeans should not be worn.

## Use of staff rooms

Students on week long work experience placements are not permitted to use the staff rooms.

At break times you should go outside with the classes with which you are based.

Arrangements will be made for you to have a room to eat you lunch if you wish to stay on site during the lunch break.

Students on other placements (eg ITT, NVQ placements etc) are permitted to use the staff room at break and lunch times if they wish. Tea and coffee making facilities are available in the adjacent kitchen, together with microwaves and fridges.

Contributions towards the cost of tea, coffee and milk etc are gratefully received. Please speak to Mrs Yale (Y5 teaching assistant) or ask at the office.

Please appreciate that the main staff room is quite small for a school of our size and that it is everyone's responsibility to keep it tidy. For security reasons do not leave unattended bags, especially handbags in the staffroom – particularly during lesson times. We may have some spare staff lockers available – please ask.

## Toilets

Adult toilets are located on each corridor as follows:-

Foundation Stage – Opposite the Meeting Room

KS1 – disabled toilet in main school entrance

Lower KS2 – in PPA Room at top of stairs

Upper KS2 – next to the Mentor Room

Additional adult toilets are located opposite the Meeting Room.

Adults should **NEVER** use pupil toilets.



## Resources

Archibald Primary School is very well resourced. All our classrooms are equipped with interactive SmartBoards and all teachers use these as an integral part of their teaching. ITT students will be expected to use this technology as appropriate when they are teaching. Please speak to the teacher with which you are based to obtain a password to access the ICT network.

Each teaching team has a stock cupboard where supplies of stationary and other resources are stored. Your class teacher or phase leader will be able to tell you where these stores are and what resources are available.

Photocopiers are situated on the ground floor in the reprographics area, and also in the PPA room. These photocopiers are also networked printers which are accessible from all networked computers in school

## Policies

It is a requirement of many courses that you obtain copies of certain school policies. Please ask your teacher or at the school office.

Our **Teaching and Learning Policy** is an important policy which is reviewed each year. This policy clearly sets out what we expect in terms of teaching and learning in Archibald Primary School.

Our School **Behaviour Policy** is also reviewed each year and you need to be aware of it. The underlying principle of this policy is 'what we pay more attention to do we get more of'. To this end we promote the rewarding of pupils who use their personal power to make the right choices in an appropriate way. On many occasions this may be verbal praise although stickers, certificates etc can also be used. We do not use sweets to reward good behaviour, although acknowledge that on special occasions sweets may be shared in class (eg to celebrate a special event). A summary of our behaviour policy is included in Appendix 1.

## Visiting Tutors

It is probable that during your placement your tutor will want to visit to observe you. It is important that your class teacher is aware of these visits as soon as possible so that arrangements can be made. You may need to negotiate a change in the timetable in order that your tutor can observe what they need to. Sometimes tutors will want to see you deliver an activity planned by the class teacher. At other times you will be responsible for planning and delivering the activity. In both these instances it is important that you communicate with the class teacher well in advance of the tutor visiting in order to make the most of the opportunity.

The majority of formal observations (often referred to as appraisals) of ITT students are completed by Mr Cowgill, Mrs Nixon or Miss Rogers. Often these are joint observations with the class teacher or the university link tutor. Formal feedback is provided as soon as possible after the observation. It is important that you obtain informal feedback from your class teacher for other lessons that you teach.

Observations of other students (eg NVQ) tend to be conducted by college tutors. Archibald Primary School has a very good relationship with tutors from Middlesbrough College and Stockton Riverside College.



## General Advice

### Confidentiality

When you work in a school you are party to a lot of information about children, some of it sensitive. **Never** repeat anything you hear in school or discuss other people's children with anyone else.



### Written Comments

If your placement involves you marking pupil's work please refer to our marking policy.

Even if your patience is at an end, **never** write negative comments about children's efforts! At best, it's thoughtless and at worst it's unkind, hurtful and will invite anger from parents.

If you can't think of a positive comment – don't write any. As well as thinking about what you write, think about how you write it – presentation and handwriting are important

### Your Mentor

Your mentor is ...

... your critical friend.

... the person who supports your work here  
... your first port-of-call when there are problems - and the person who undertakes those all-important lesson observations!

... also the person who expects you to put in maximum effort and keep everything up to date.

### How to please your Mentor

- Treat the children kindly.
- Enjoy your work.
- Work hard.
- Plan your lessons with care.
- Reflect, and learn from what goes wrong.
- Use assessment to help your class progress.
- Keep your files up to date.
- Tell him/her how you're feeling.
- Get to know the staff and treat everyone with respect.
- Join in with the life of the school.
- Ask for help or support before it's too late!

### How to upset your Mentor

- Treat anyone, regardless of height or age, disrespectfully.
- Fail to fulfil your role as a trainee – and that includes the paperwork!
- Leave your classroom in an untidy state – including the floor.



## And finally ...

We are delighted that you are with us and want you to be happy and have a successful placement. We take on trainees because we genuinely want to help you on your way into your chosen profession.

If you need help – **ASK!**

If you've got a problem – **SHARE IT!**

If you want tea and sympathy – **TELL SOMEONE!**

If you want to know something – **ASK!**

Remember, we've all been where you are now. We hope that, through us, you are able to see and work towards fulfilling your future career path.

## Documents of Interest

Our most recent full OFSTED inspection was in September 2011. The report can be viewed online at:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Our school website can be found at:  
[www.archibaldpri.org.uk](http://www.archibaldpri.org.uk)

Our school attainment and achievement data can be found on the school data dashboard at:  
<http://dashboard.ofsted.gov.uk>

## Awards



## Appendix 1 – Behaviour Policy Summary

# Policy Summary Behaviour

This document is a summary of our school policy on behaviour. If you require further information please consult the policy which is available from school.

In Archibald Primary School we aim to:-

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To develop self-respect, mutual respect and tolerance between peers and respect for adults with whom they come into contact
- To develop care and concern for the environment in which we work and live
- To create the conditions for an orderly cohesive community in which effective learning can take place and support community cohesion in the wider community.

We expect children to take responsibility for their actions by using their personal power to make the right choices.

We praise and reward acceptable behaviour rather than focusing on undesirable behaviour.

We emphasis fairness and distinguish between negative behaviour and the individual making that behaviour.

We always promote a NEW START .

Our Mentors or PSWA are able to advise parents/carers with appropriate behaviour strategies to use at home if required.

### Children's Rights

At Archibald School believe that children have the right to:-

- be respected and valued, both as an individual and as a member of the school community.
- work in an atmosphere conducive to learning.
- be safe.
- be looked after by caring adults who make them feel welcome and equally important.
- equal entitlement of the curriculum and every aspect of school life, irrespective of gender, age, race, socio-economic background, denomination etc.

We are currently working towards achieving UNICEF Rights Respecting School Award.

**Teachers and school staff** have the right to expect children to behave and work positively and to have the support of parents in their efforts to ensure that children do so.

### Whole School Rules

We have 5 Golden Rules, which embody the ethos of our school making it a safe and happy environment. Every member of the school community is familiar with the rules and uses them as a benchmark for positive behaviour.

#### **5 Golden**

**R**espect everyone and everything  
**U**se kind and caring words  
**L**isten to and follow instructions  
**E**veryone to use their personal power to make the right choice  
**S**hare your problems and celebrate your achievements

Our Golden rules are displayed prominently around the school building and grounds.



## Encouraging Positive Behaviour

We encourage positive behaviour through:-

- praising positive behaviours - identifying pupils who are making the right choices and the choices which they are making.
- drawing pupils attention to the rules\_(and the consequences of breaking them)
  - by talking about the rules
  - by displaying the rules
  - through drama / role play
  - by following The Nurture Programme\*

It is essential that pupils understand what is required of them.

- Reinforcing positive behaviour with rewards. We actively celebrate positive behaviour. Verbal praise is freely given and children are encouraged to recognise the efforts of others.

### **Whole School Behaviour Reward System**

Our whole school celebration assembly takes place on a Friday morning. Teachers nominate a 'Star of the Week' and the reasons for the choice are shared and celebrated. In addition other awards are presented, for example 'Kind and helpful Award and Caring and Sharing Award.

### **Team Reward systems**

Each team uses a variety of rewards to promote positive behaviour, e.g. praise pads, letters home, Bonus club, golden coins rewards for children who always make the right choice, sending the child to Headteacher for praise.

### **Individual Classroom Reward Systems**

All teachers are reward good behaviour in a variety of ways, including stickers, certificates and other rewards within their classrooms whilst actively joining in with team and whole school systems where appropriate. Reward systems are highly visible within each classroom.

\* *The Nurturing Programme is our Scheme of work for PSHE*

## Responses to Negative Behaviour

Inappropriate Behaviour is rare within our school but does occur. Predominately this includes instances of:-

- Any behaviour which negatively impacts upon the learning and/or enjoyment and safety of the lesson by others in the class.
- Blatant defiance-in knowingly refusing to follow a reasonable request by a member of staff.
- Fighting or similar such acts of unacceptable violence
- Physically or verbally threatening or abusing others
- Any act of theft or deliberate damage to property
- Use of offensive language.

### Consequences of Negative Behaviour

1. Verbal warning to pupil
2. Second Verbal warning to pupil
3. Third verbal warning to pupil
4. Time out in another class
5. Mentor involvement
6. Immediate Recorded Formal Reprimand (Headteacher/Deputy Headteacher involved)
7. Meeting with parents
8. Exclusion from school

Stages 1,2 and 3 may be omitted depending on the severity of the inappropriate behaviour.

Teachers and support staff take time to explain the consequences and procedure to the pupils.

Children who are considered to be at risk of exclusion will be given an **Individual Behaviour Plan** which will detail specific provision to support the child and ensures that he/she is successful in school.

Exclusion is used as last resort after all other strategies have been tried. At the end of a fixed term exclusion it is vital that the parents, child, mentor and HT meet to negotiate the child's re-entry and discuss future support.

