



The Royal School

Information for prospective staff



Thank you for your interest in The Royal School. This booklet is designed to provide information about the school to assist you as you decide if you would like to apply to join The Royal School Team. We are very proud of our school and would love to show you around. Please telephone the school office and speak to Mrs Susannah Fowler to make an appointment to view the school.

I look forward to meeting you.

Regards

Bev Coombridge
Headteacher

School Context

History of the School

In 1843 Queen Victoria and Prince Albert decided that a school should be built to provide permanent provision for the education of the children of families in Her Majesty's immediate service within The Great Park. We are a unique Crown aided first school with a Christian ethos, adopted by the Diocese of Oxford, as well as having close links with The Royal Chapel. Since the opening of The Royal School in July 1845, successive monarchs have continued to demonstrate a close interest in its development and in the well-being of its pupils.



The unique history of the school is something that we are proud of and celebrate. Teachers are encouraged to regularly take groups of children to visit the school museum and to include School History and talks by Old Scholars into units of work.



Number of pupils on roll

The Royal School has a maximum roll of 100 children. We accept 20 children into the Reception class each year. Class sizes in Year 1-4 may go over 20 with Governor Approval as long as the school does not exceed maximum numbers.

The class sizes in 2017/18 are:

Reception	21
Year 1	21
Year 2	19
Year 3	22
Year 4	14

Percentage of pupils eligible for free school meals (FSM)	8%
Percentage of pupils with special educational needs (SEN)	10%
Percentage of pupils with English not as first language	0%
Number of looked after children	0%

School values

Vision, aims and mission statement

Vision

It is the aspiration for us all, for children to become confident, secure, caring and responsible individuals who can achieve personal excellence in everything that they do both at school and in their lives to develop a love of learning.

Aims

.□ To provide a broad and balanced curriculum, which gives children knowledge and the opportunity to learn and

develop the basic skills and a strong foundation on which they can build.

.□ To encourage and identify personal achievement and talents, both in and out of the classroom, and nurture a life-long love of learning.

.□ To learn to respect our diverse world and take responsibility for our role within it and celebrate our unique environment,

where each child feels valued and is able to be a unique member of our Christian community.

.□ To promote and encourage the importance of a healthy and active lifestyle and, through holistic learning, encourage children to develop an interest in, and enjoyment from and respect for our environment and the world around them for a sustainable future.

.□ To promote an inclusive, nurturing environment, where we learn together with parents and our community and to

empower children to make the right choices and value the importance of a healthy and active lifestyle.

.□ To persevere in all that we do, so that we will be able to achieve our dreams, whilst respecting other people.



Mission Statement

Our Vision and Aims are summarised in our mission statement:

Loving to learn, Learning to love, Guided by God.



School expectations and behaviour code

Behaviour for Learning Policy

The Behaviour for learning policy is available on the school web page.

Child protection and safeguarding

The child protection and safeguarding policy is available on the school web page.

Staff Code of Conduct

INTRODUCTION

The governing body is required to set out a Code of Conduct for all school employees. All staff who are employed under the Teachers' Terms & Conditions of Employment has a statutory obligation to adopt this school Code of Conduct.

PURPOSE, SCOPE AND PRINCIPLES

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe. School staff are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within the school.

This Code of Conduct applies to all staff who are employed by the school, including the Headteacher;

SETTING AN EXAMPLE

All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils/students to do the same.

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct. This Code helps all staff to understand what behaviour is and is not acceptable.

SAFEGUARDING PUPILS/STUDENTS

Staff have a duty to safeguard pupils/students from physical abuse, sexual abuse, emotional abuse and neglect. The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the school's Designated Senior Person (DSP) for Child Protection.

The school's DSP is *Bev Coombridge*

Staff have access to the school's Child Protection Policy and Whistleblowing Procedure through our office documentation and website. All staff must be familiar with these documents. Staff must not demean pupils, their parents or carers, or colleagues. They must take reasonable care of pupils/students under their supervision with the aim of ensuring their safety and welfare.

Often school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 1998 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a child for any images made such as those used for school web sites, productions or other purposes.

PUPIL/STUDENT DEVELOPMENT

Staff must comply with school policies and procedures that support the well-being and development of pupils/students. They must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils/students and must follow reasonable instructions that support the development of pupils/students.

HONESTY AND INTEGRITY

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and

claiming of money and the use of school property and facilities.

CONDUCT OUTSIDE WORK

Staff must not engage in conduct outside work, which could seriously damage the reputation and standing of the school, or the employee's own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable. This includes social network sites.

Staff must exercise caution when using information technology and be aware of the risks to themselves and others.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level, which may contravene the working time regulations or affect an individual's work performance.

CONFIDENTIALITY

Where staff has access to confidential information about pupils/students or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student.

All staff are likely at some point to witness actions which need to be confidential. This needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.

However, staff have an obligation to share with their manager or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must **never** promise a pupil/student that they will not act on information that they are told by the pupil/student.

DISCIPLINARY ACTION

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

PROFESSIONAL RELATIONSHIPS

With children:

- We act respectfully towards children at all times, for example: speaking in a calm and objective way, even in the face of challenging circumstances Using a range of vocal volume the is appropriate to the learning activity.
- Showing good manners to children and there by modelling what good manners are
- Taking seriously what *all* children tell us. **Our first response** is always to believe what we are told
- Giving children time to express themselves
- Considering how we would expect to be spoken to ourselves
- Pursuing settlements to conflicts between children in a way that is demonstrably fair and listens to all points of view before making a considered judgment
- We judge children based on the current situation and not on past behavior
- Making clear to children why a course of action has been necessary

We uphold the school's policies and procedures on Behaviour and Child Protection in our dealings with children. We acknowledge that we are in 'loco parentis' and, as such, have a duty of care for all children in the school

We are consistent in the way that we apply rewards and sanctions to the children, so that each individual child knows that they will receive the same treatment from any member of staff

We are friendly and supportive to all children, but maintain our professionalism at all times. We acknowledge that some interactions that seek to 'be friends' with children can create ambiguity in the

relationship and are unhelpful

We protect our pupils and ourselves by making sure that we avoid being alone with individual children, but if it is unavoidable to do so, we ensure that we are in a place where others can see us. We use physical contact with children in a careful, sensitive and respectful way. This is the case for all children, but may be appropriate more frequently for younger children

We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors

We have a professional responsibility to inform an appropriate person if we believe that a colleague is behaving in a way that compromises the safety or well-being of any child or group of children

With parents:

Parents have an entitlement to be informed about their child's learning and well-being. We always seek to involve and engage parents in this process. We recognise parents' entitlement to express any concerns they may have about their child's learning, safety or well-being

We always seek to work in partnership with parents, using their understanding of their own child to help us to provide the best learning opportunities that we can. We recognise that parents' worries and concerns can be extremely emotive and we acknowledge that, at times, we will need to speak to parents when they are upset

If we are concerned that a parent may be aggressive or otherwise inappropriate towards us, we can ask for a colleague to be present. In extreme circumstances, the Headteacher may decide that it is safer for a teacher to communicate with a parent through different means

We are honest with parents, without undermining colleagues and respond fairly to their concerns irrespective of their race, religion, culture or social background. When speaking to parents, we always consider how we would expect to be spoken to ourselves. We take responsibility for our actions and are willing to apologise when we have made mistakes and undertake to learn from those errors

We protect ourselves by ensuring that we meet with parents in areas of the school that are visible and easily accessible to other staff members, while remembering to be sensitive to the confidential nature of some discussions. We always make sure that colleagues know when and where we are meeting with parents

We recognise the right to confidentiality of all members of the school community

With other members of staff:

We act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, for example:

- Speaking politely to one another
- Being flexible and understanding of necessary changes within the school day
- Assuming that the actions of others are carried out in good faith
- Communicating clearly and honestly with colleagues
- Addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone
- Being publicly supportive of colleagues, and dealing with concerns or disagreements privately, with support if necessary

We share a responsibility to encourage and support our colleagues in their professional development. We consider all members of the staff team to have equal value, irrespective of their job, and we treat them accordingly when speaking to colleagues, we always consider how we would expect to be spoken to ourselves

Concerns raised with managers are dealt with confidentially. If further action is required, the manager has responsibility to inform only the appropriate senior person within the school

We recognise that we are all accountable for our actions and performance and that from time-to-time leaders and managers will need to deliver feedback that is challenging. All individual feedback is given sensitively, and constructively and should only be shared with those staff members that need to know (e.g. mentor)

Staff should try to approach issues with colleagues in a way that always seeks to solve potential problems in a positive way. We never act in a way that publicly undermines a colleague

We all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors

STAFF DRESS

We dress in a manner that exhibits the importance of the job that we do and wear smart, practical clothes. We avoid wearing clothes that could cause offence or embarrassment to others

Jeans are not considered acceptable unless participating in a trip or visit that requires harder wearing clothes (e.g. residential trips)

When leading physical activities and/or PE lessons (including Sports Day), we change into suitable clothing for that lesson (e.g. training shoes and track-suit)

OTHER AREAS

Members of teaching staff arrive in school by 8.20 am. Other staff members arrive in school in good time to begin their contracted hours

If for any reason we are delayed in the morning, it is our responsibility to ensure that the appropriate person in school is informed at the earliest opportunity. If a staff member is absent they must let the office know as soon as possible and there will be a return to work interview to ensure that the school is able to support the member of staff.

It is important that staff are teaching in their classes as often as possible, but it is also important that all staff are fully trained. Adequate cover will be provided to ensure that each staff member feels that they have received adequate continual professional development during their career.

Teachers are available after the end of the school day to meet with colleagues, parents and managers

We support and use the systems in place for monitoring who is on site and understand that these systems are for the Health and Safety of all stakeholders.

Continuing Professional Development

The school's mission statement applies to all members of our community and professional development at the school supports teachers and all members of staff in "Loving to learn". Alongside the formal professional development that is planned with school needs and areas of development. Staff are encouraged to seek out areas that interest them. Teachers wishing to pursue self-directed professional development through an action research project or time to read and consolidate up to date literature and research in an area of teaching and learning should discuss this with the Headteacher.



The School Day

8.25	Staff briefing
8.35	School gates open
8.45	Teachers are in class to receive children
8.50	Registration
9.00	Morning session begins
10.30	Morning break
10.45	Teaching Session
11.50	Wrens finish for lunch
12.00	Robins finish for lunch
12.05	Puffins finish for lunch
12.10	Owls & Swans finish for lunch
1.10	Lunch ends
3.10	School Day ends

