

Parapluie FLAM

Petites Idées pour grandes Ecoles… 2021

et patati patata!

100% french Club 100% french fun!

Staff/Volunteer Handbook



Code of practice for teachers.

Saturday French School FLAM.

French supplementary school. London. Fulham.



- All teachers must complete an induction and familiarise themselves with the *Teachers' handbook Health safety Security*.
- All teachers must adhere to the school's policies and procedures.
- All teachers must agree to have an enhanced DBS check/ casier judiciaire.
- Teachers are expected to arrive 15 minutes before a lesson begins, to familiarise themselves and prepare the classroom.
- Teachers must maintain professional standards of dress and appropriate behaviour.
- Teachers should teach and supervise classes effectively and to the best of their ability.
- If a teacher is unable to attend a session, they must let the headteacher/co-ordinator know as soon as possible.
- Teachers must comply with and be committed to equal opportunities, giving equal care and attention to every person, irrespective of race, gender, class, disability or religion/culture.
- If a teacher has any queries or concerns, they should raise them immediately with the head teacher/co-ordinator Caroline 07966893674.

Un guide de consuite pour les professeurs/ volontaires de l'école.



ACCUEIL | LE PARAPLUIE FLAM | PETITES ÉCOLES FLAM | ACTUALITÉS | RENCONTRES | FORUM | ESPACE PETITES ÉCOLES

EDITO

Sur l'ensemble du Royaume-Uni, une quarantaine de structures et petites écoles FLAM (Français Langue Maternelle) accueillent chaque semaine, le week-end ou en fin d'après-midi en semaine, des enfants francophones scolarisés dans le système britannique. Ce sont ainsi près de 4000 enfants qui peuvent suivre un soutien linguistique et culturel adapté à leurs niveaux d'enfants bilingues. Le parapluie FLAM fédère ces structures, leur permettant d'échanger et leur apportant aide et soutien pédagogique, culturel et administratif. C'est ainsi un véritable réseau qui s'établit entre les FLAM, au bénéfice des familles francophones. Le Parapluie FLAM aide également ces familles à trouver les petites écoles de langue française du réseau situées près de chez elles.

Parapluie Flam!

QUI SOMMES-NOUS ?

La mission du Parapluie FLAM est de faciliter l'entraide et la solidarité entre les structures ou petites écoles FLAM (ou assimilées) du Royaume-Uni. L'association apporte une aide pour la création et l'essor d'une telle structure. Elle fournit du conseil pédagogique, administratif et juridique, apporte des outils informatiques pour la collaboration entre les associations solidaires. L'association Parapluie aide au partage d'événements et de matériels pédagogiques et culturels dans une optique de réduction des coûts. Enfin, l'association Parapluie aide les familles francophones à trouver les petites écoles de langues françaises du réseau qui sont situées près de chez elles.

Child protection policy of Saturday French School

Thomas's ACADEMY

The following named responsible person has been nominated by this supplementary school to refer allegations or suspicions of neglect or abuse to the statutory authorities.

If you are alerted to a safeguarding concern, the steps to follow:

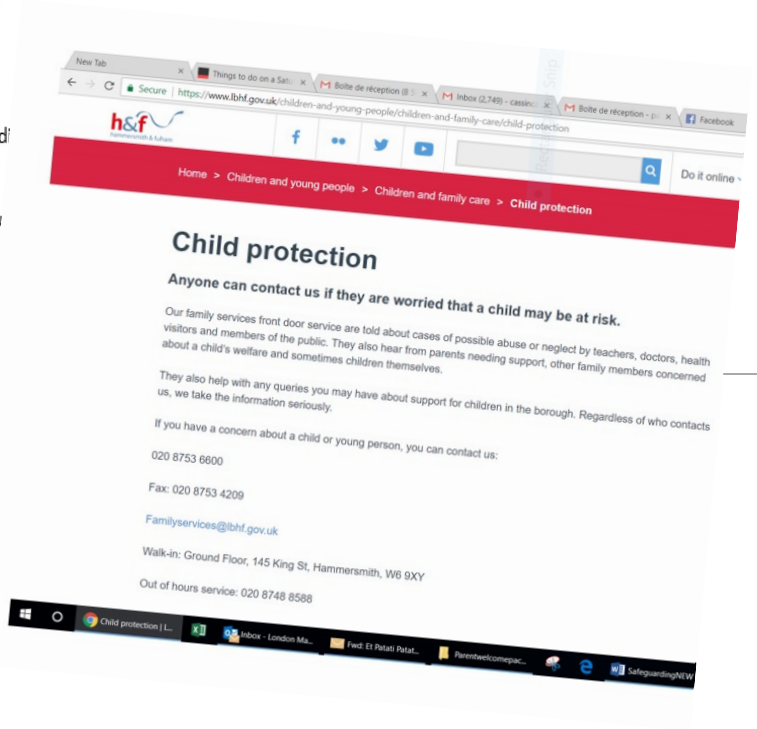
1- Ensure that any immediate child safety concerns are addressed
2- Reassure the child but do not make any promises of confidentiality
3- Listen rather than ask questions
4- Keep a factual and accurate records of events
5- Discuss with Designated Safeguard Lead(s) as soon as possible

Designated Safeguarding Lead: Caroline SIVILIA – Head teacher & Safeguard
caroline@etpatatipatata.com / +44 7966 89 36 74

In the absence of the named responsible person, the matter should be brou
the second named responsible person :

Deputy Designated Safeguarding Lead : Laura Sahi – Teacher
Laura.s04@hotmail.fr / 078 49 56 07 73

Site Manager at Thomas's Academy : Patrick Afolabi
Patrick_afolabi@tdbstaffing.co.uk / + 44 796 016 8651



Communiquer auprès des professeurs/team sur la protection de l'enfance. Que faire? Quelles sont les règles? Ce que notre Ecole met en place to keep children safe.

Contacts Ecole/designated safeguarding/Site Manager et Council

Report for children abuse

The safety and welfare of children - or child protection - is everyone's business. You could be a neighbor, friend, parent, relative, child minder, teacher or doctor - or working for any organization which has contact with children and young people. Child protection means protecting children from physical, emotional or sexual abuse or neglect. It also means helping children to grow up into confident, healthy and happy adults.

Most children enjoy generally happy childhood experiences within their own family. Unfortunately for some, this is not the case. During difficult family times, everyone who knows the child must do the best they can to protect them from future harm.

What is abuse and neglect?

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children & young people may be abused in a family, institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical abuse: may involve hitting, shaking, t… …poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm … by fabricating the symptoms of, or deliberately causing, ill health.

Emotional abuse: persistent emotional ill-trea… persistent adverse effects on the child's emoti… children that they are worthless or unloved, in… needs of another person, age or development… children, causing children frequently to feel fr… children.

Sexual abuse: involves forcing or enticing … activities, whether or not the child is aware … physical contact, including penetrative or n… children in looking at, or in the production … behave in sexually inappropriate ways.

Neglect: persistent failure to meet a chil… result in the serious impairment of the ch… adequate food, shelter & clothing, or nec… needs.

Worried about a child or young pe…

If you want to report any abuse or di… please contact:

Student Incident Report

Part I: Biographical Information

School's Name: _____ Incident's Date and Time: _____

Student's Name: _____ Age: _____ Grade:

Incident's Location: [ ] School [ ] Dorm [ ] Other (specify): _____

School Category or Offense: .

If the incident is alcohol or drug related, complete Attachments A, B, and C.

Name of Other Involved | Name of Other Involved | Name of Other Involved | Name of Other Involved

Part II: Incident's Description (e.g., what happened and who was involved?)—attach additional sheets as needed:

Part III: Action Taken:

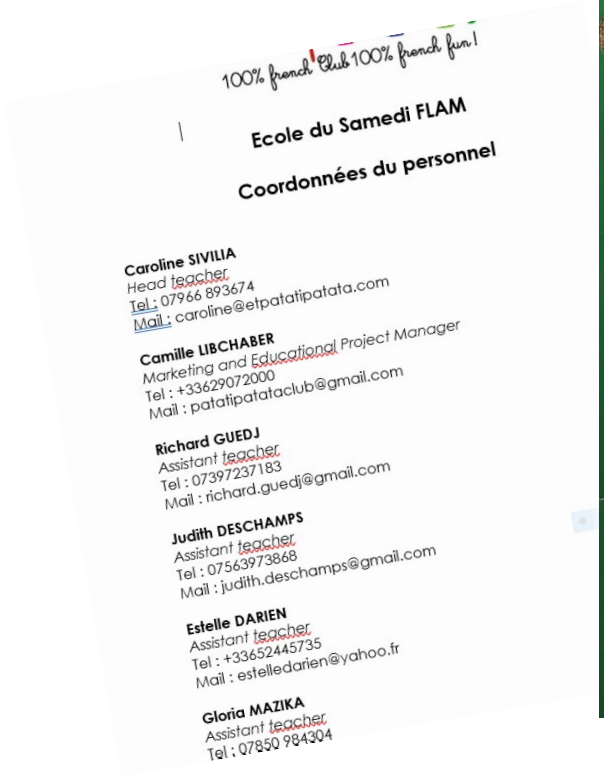
Part IV: People who were notified of the incident:

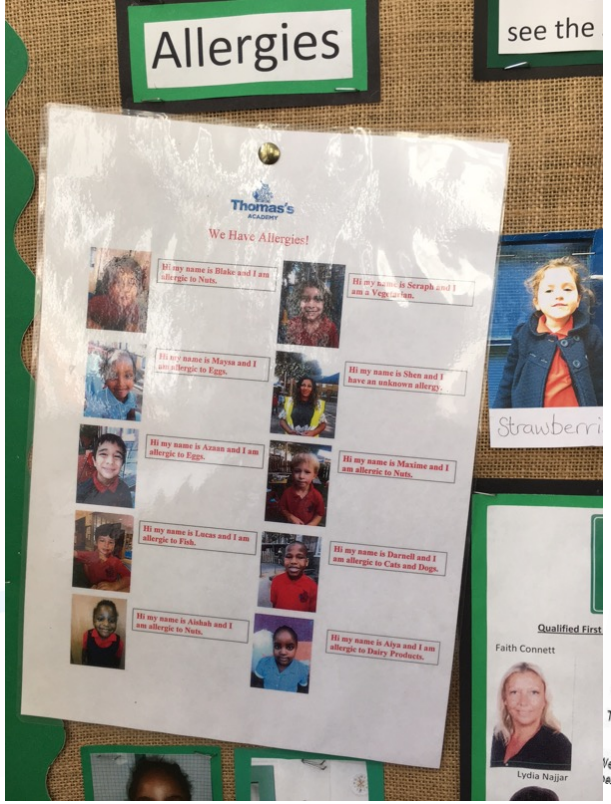
[ ] Parent/Guardian: Date and Time:

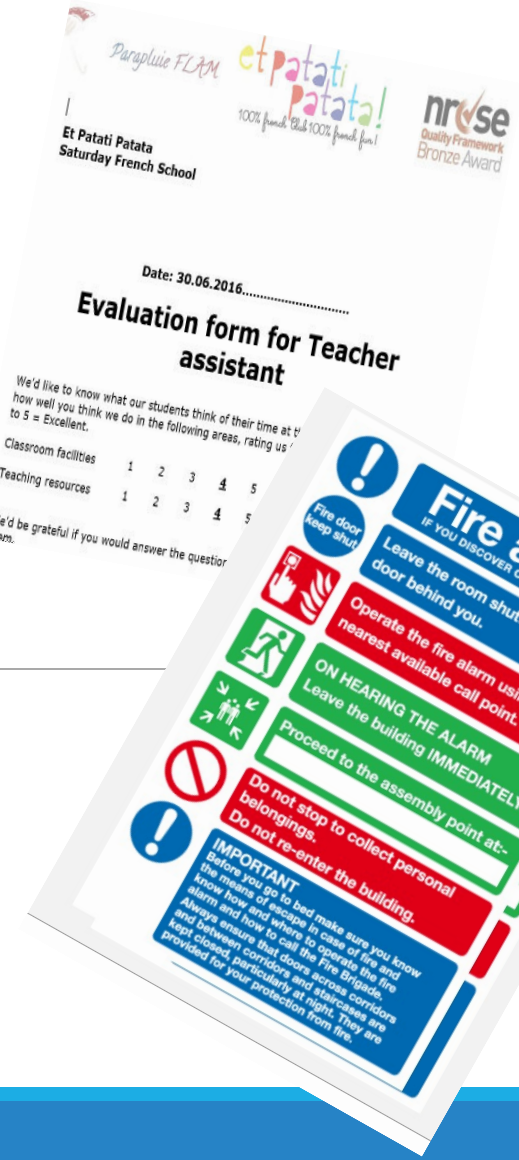


Créer un environnement d'apprentissage sûr, identifier les élèves qui souffrent ou risquent d'être blessés et prendre les mesures appropriées.

Demandez une formation Sûreté/Sécurité avec Flam! Dites-le à votre équipe ! **TRAIN!**







Les Contacts Ecole
Liste allergies
Fire plan d'action


BENSON COMMUNITY SCHOOL

JOB DESCRIPTION 2017/18

Class Teacher

Each teacher is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document (2015)
https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2015

Job Purpose:
The Class Teacher will:

- teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- maintain the positive ethos and core values of the school, both inside and outside the classroom;
- contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- ensure that the current national conditions of employment for schoolteachers are met.

The specific duties of a teacher at Benson Community School are det

Duties:
The Class Teacher will:

- implement agreed school policies and guidelines;
- support initiatives decided by the Headteacher and staff;
- plan appropriately to meet the needs of all pupils, throu
- be able to set clear targets, based on prior attainment, t
- provide a stimulating classroom environment, wi
- appropriately by all pupils;
- keep appropriate and efficient records, integrating f
- into weekly and termly planning;
- report to parents on the development, progress and
- maintain good order and discipline amongst pu
- behaviour policy;
- participate in meetings which relate to th
- administration or organisation;
- communicate and co-operate with specialists fro
- lead, organise and direct support staff within the
- participate in the performance management
- performance, or that of other teachers.



St Tudy Pre-school

Equality and Diversity

Our pre-school is committed to taking positive and proactive steps to ensure that we provide a safe and caring environment, free from discrimination, for everyone in our community.

The pre-schools Equality and Diversity procedures aim to help everyone involved in our pre-school to counteract and eliminate both direct and indirect discrimination in decision making, employment practices and service provision and to ensure that our services strive to achieve equality and diversity provision for all.

The pre-school aims to provide a welcoming and caring environment that promotes and reflects cultural and social diversity and is equally accessible to all. The preschool will endeavour to challenge any offensive behaviour, language or attitudes with regards to race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability.

The pre-school recognises that achieving the objectives of our Equality and Diversity policy relies on the active involvement of parents/guardians/carers, as set out in the Parental/Carer involvement policy. As such, the pre-school will both welcome and encourage parents/guardians/carers to get involved in the running and management of the pre-school, and to comment on the effectiveness of its policies and procedures.

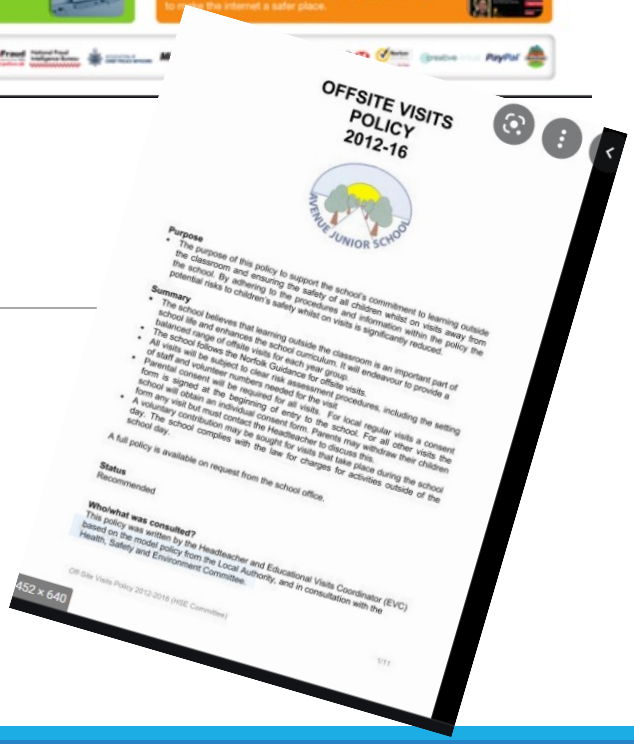
The pre-school will facilitate regular opportunities for consultation with parents/carers about the service that the pre-school provides, as a means of monitoring the effectiveness of the Equalities and Diversity policy.

Equality and Diversity Procedures

To realise the pre-school's objective of creating an environment free from discrimination and welcoming to all, the pre-school will:

- Ensure that issues of race, ethnicity, nationality, class, religion, culture, gender, language, sexual orientation and disability do not inhibit a child from accessing the pre-school's services.
- Treat all children and their parents/guardians/carers with equal concern and value.
- Make inclusion a thread that runs through all of the activities of our pre-school.
- Help all children to celebrate and express their cultural and religious identity by providing a wide range of appropriate resources and activities.
- Ensure that the pre-school's recruitment policies and procedures are open, fair and non-discriminatory.
- Endeavour to recruit a staff team that reflects the make-up of the pre-school's local community.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Encourage and support staff to act as positive role models to children by displaying and promoting tolerant and respectful behaviour, language and attitudes and challenging any discriminatory incident, according to the provisions set out in the Staff Disciplinary & Grievance Procedures, the Behaviour Management and this policy.
- Treat seriously any member of staff found to be acting, or have been acting, in a discriminatory way, according to the provisions of the Staff Disciplinary & Grievance Procedures policy.

- Work to fulfil all the legal requirements of the Sex Discrimination Act 1975, the Disability Discrimination Act 1995, the Human Rights Act 1998 and the Race Relations (Amendment) Act 2000.


OFFSITE VISITS POLICY 2012-16

AVENUE JUNIOR SCHOOL

Purpose

- The purpose of this policy to support the school's commitment to learning outside the classroom and ensuring the safety of all children whilst on visits away from the school. By adhering to the procedures and information within the policy the potential risks to children's safety whilst on visits is significantly reduced.

Summary

- The school believes that learning outside the classroom is an important part of school life and enhances the school curriculum. It will endeavour to provide a balanced range of offsite visits for each year group.
- The school follows the Norfolk Guidance for offsite visits.
- All visits will be subject to clear risk assessment procedures, including the setting of staff and volunteer numbers needed for the visit.
- Parental consent will be required for all visits. For local regular visits a consent form is signed at the beginning of entry to the school. For all other visits the school will obtain an individual consent form. Parents may withdraw their children from any visit but must contact the Headteacher to discuss this.
- A voluntary contribution may be sought for visits that take place during the school day. The school complies with the law for charges for activities outside of the school day.

A full policy is available on request from the school office.

Status
Recommended

Who/what was consulted?
This policy was written by the Headteacher, and Educational Visits Coordinator (EVC) based on the model policy from the Local Authority, and in consultation with the Health, Safety and Environment Committee.

Off-Site Visits Policy 2012-2016 (HSE Committee)

1/11

452 × 640

Description du poste
La Politique de diversité
Le code conduit on line
Le Off site: code de conduit des visiteurs

Safety advice for staff/volunteers – Safe working in class

Mettre seulement des ciseaux à bout rond sur les tables

Ne pas proposer de perles aux enfants de moins de 5 ans

Mettre le produit de javel et autres produits ménagers en hauteur

Placer les agrafeuses et ciseaux pour adultes dans des pochettes fermées

Vérifier que les pots de peinture soient bien fermes pour éviter tout risque de glissades ou de chutes

Reboucher tous les feutres correctement

Contrôle visuel des sacs de cours

Vérification de l'identité des personnes extérieures

Rectangular Snip







EN CLASSE:

Conseils, règles de Sécurité, les deplacements, les contacts, qui vient chercher, qui peut entrer dans la classe, les ciseaux...

La to do list.

Register of attendance

Before the class, please refer to the Lesson Plan.

Thanks to report all the class on this reporting. If there is any problem with a child, please tell us.

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CHECK LIST ECOLE DU SAMEDI

CLASSE JEAN DE LA FONTAINE

TPS et Petite Section / +2,5 et 3 ans

Date: ... / ... / ... **Teacher:** .....

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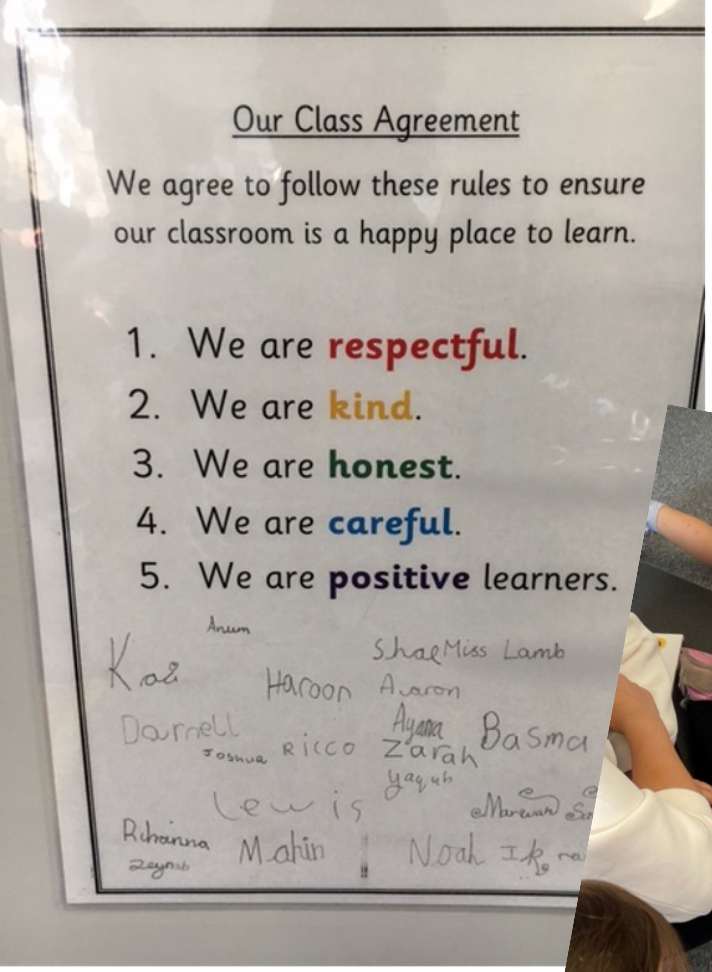
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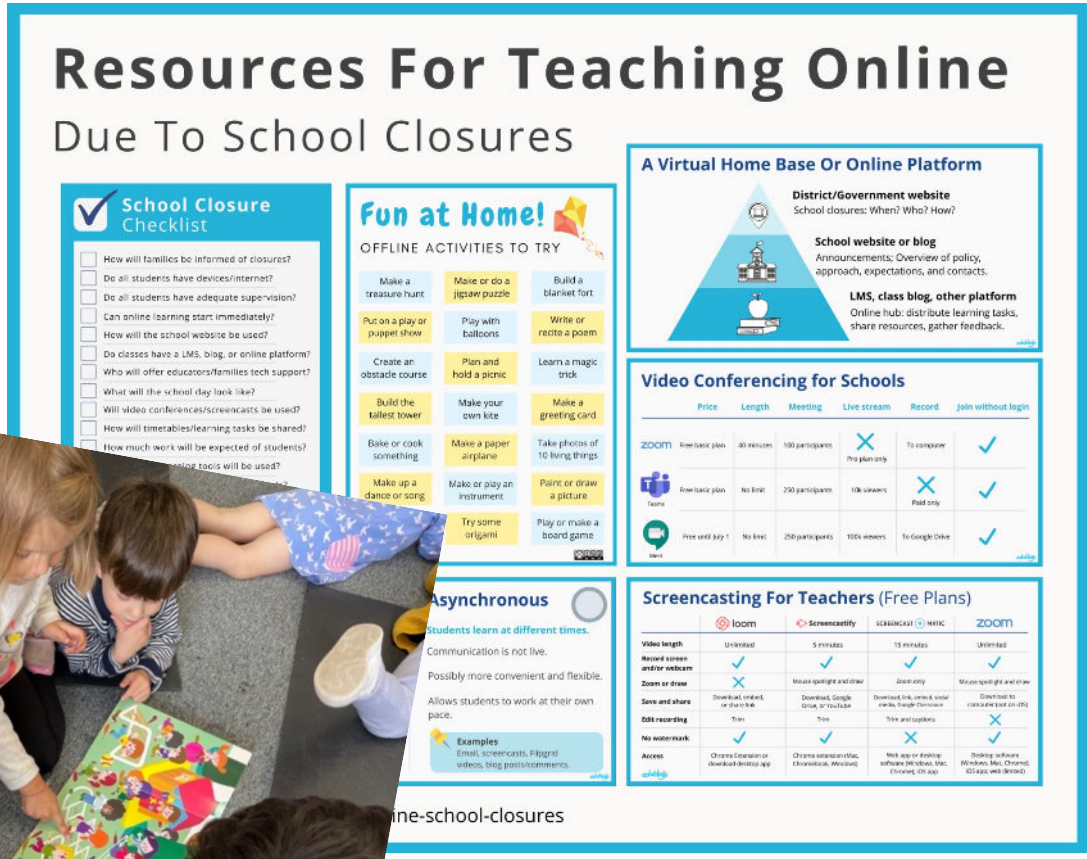
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Commentaires :

L'appel- Le reporting. La ligne pedagogique. Qui fait quoi? Ou? Quand? Comment?



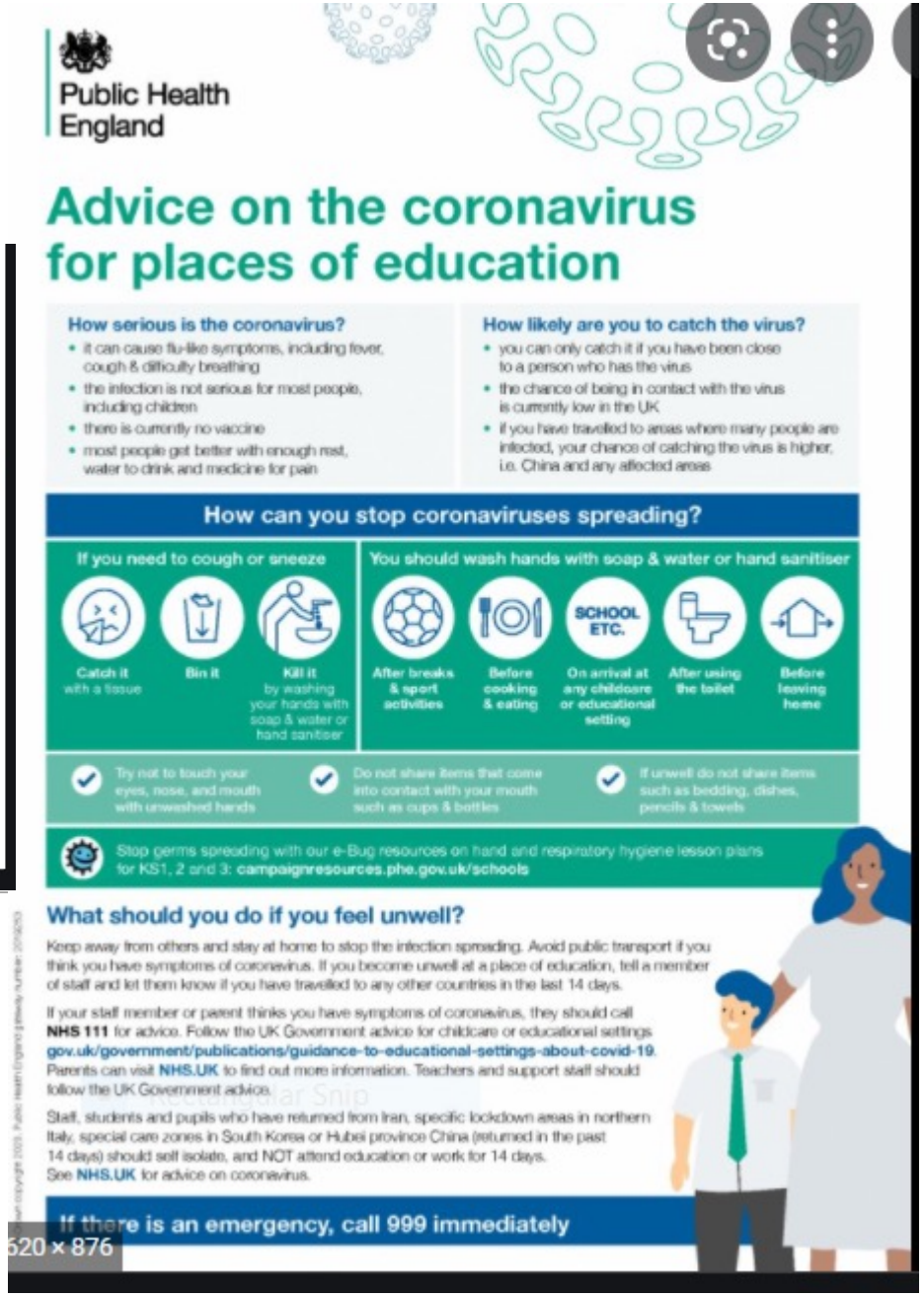




Les ressources:
Physiques et en ligne.
La pédagogie, le calendrier, les events.



Santé. Covid conseils.



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Date: 11/05/2016

Training Check on emergency evacuation procedures

I Estelle ANGLIO (Assistant Teacher at Et Patati Patata) confirm that I received training on emergency evacuation procedures.

Signature



I Estelle DARIEN (Assistant Teacher at Et Patati Patata) confirm that I received training on emergency evacuation procedures.

Signature



I Caroline SIVILIA (Head Teacher at Et Patati Patata) confirm that I received training on emergency evacuation procedures.

Signature



Et Patati Patata, suite 239, 2 old Brompton, SW7 3DQ London.
Charity number 5071783 – Fun French Saturday
www.etpatatipatata.com

Et aussi…
e calendrier de l'année,
les horaires,
plan des locaux,
horaires des récrés,
des créneaux de biblio et créneaux de surveillance des cours de récré,
récompenses, devoirs, carnet de correspondence
les ressources - ou les trouver, comment en avoir d'autres.

Bonne chance!
https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools

