



# Staff Handbook

## 2018 / 19

### Contents

- Introduction
- General Information
- Values,
- Mission statement and beliefs
- Specific features of our school
- Shared responsibilities
- Working at Greenside – guidance for staff
- Safeguarding
- Organisation of the school day / week
- An A-Z of information

## Introduction

This handbook is written for all members of staff and is designed to support new members of staff to settle into the school. We hope it will be a useful source of reference and guidance but do not expect it to answer all your questions. Please do not hesitate to ask for additional information or support from colleagues.

Greenside is a special school funded for 140 learners with severe or profound learning difficulties in North Hertfordshire. It was opened in September 1991 following the closure of Butts Close and Homefields Special Schools.

At Greenside School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

## General Information

Greenside is a Hertfordshire County Council maintained, day, mixed, community special school funded for 140 learners 2-19 years who have severe or profound learning difficulties.

Address: Greenside School, Shephall Green, Stevenage, Hertfordshire SG2 9XS

Tel 01438 315356

Fax 01438 748034

Website: [www.greenside.herts.sch.uk](http://www.greenside.herts.sch.uk)

office email: [admin@greenside.herts.sch.uk](mailto:admin@greenside.herts.sch.uk)

Headteacher email: [head@greenside.herts.sch.uk](mailto:head@greenside.herts.sch.uk)

**Chair of Governors:** Dave Smith

**Headteacher:** Dave Victor

**Deputy Headteacher:** Alex Tomkins

**Assistant Headteachers:** Dawn Brown; Luke Simonds

### **Upper Scale Teachers (UPS):**

Michelle Bailey: Early Years Foundation Stage (EYFS) lead

Miriam Kirby: Secondary curriculum lead

Fran Stanyer: Primary curriculum lead

Sian Bodenham: Core Subject lead

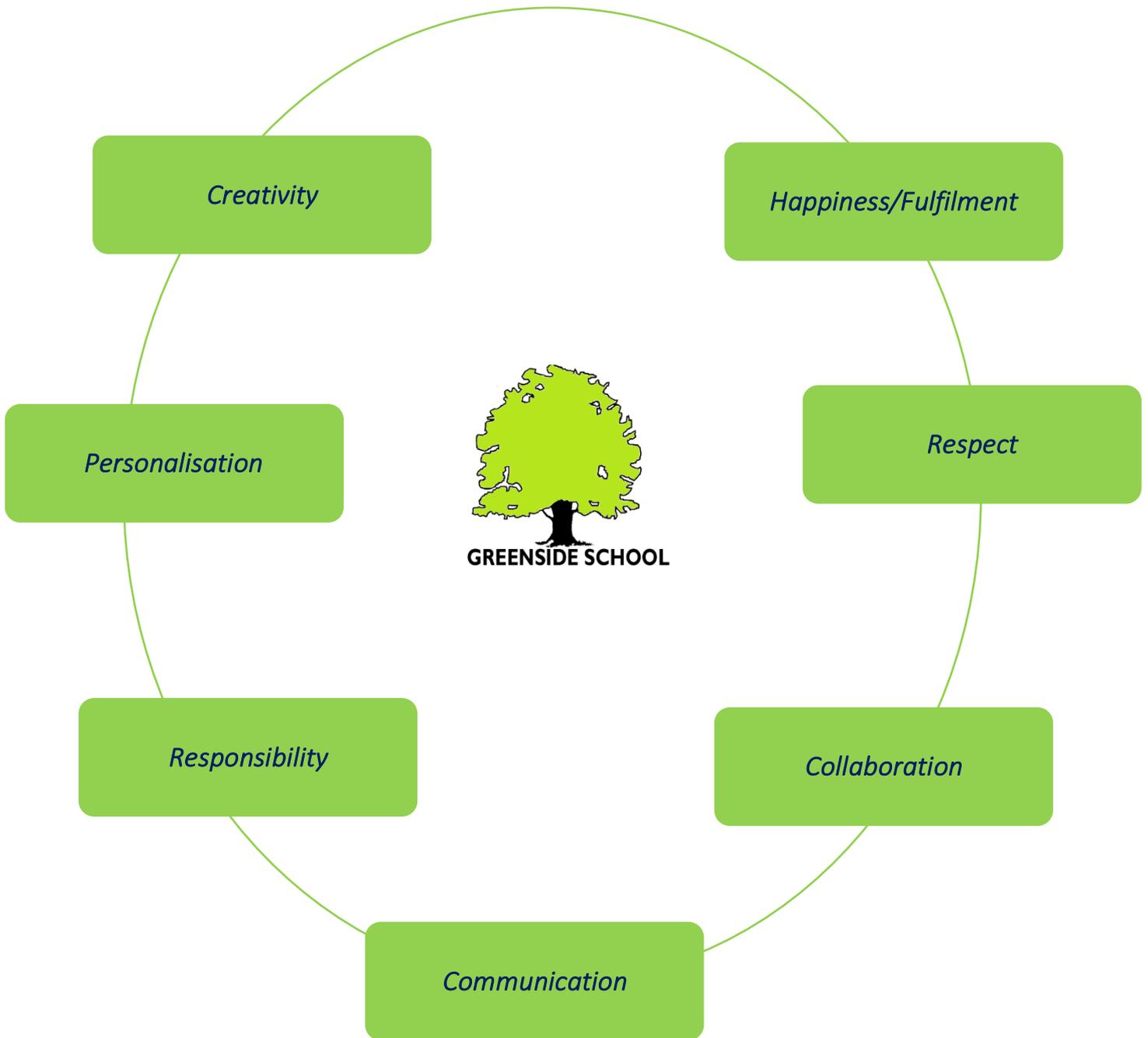
### **Teaching, Learning responsibilities (TLR) leads:**

Laura Cope: Communication lead

Amy Warwick: Post 16 (P16) lead

Sam Pegram, Sarah Cullip: Behaviour and wellbeing lead

# Greenside Values



## The Greenside School Mission Statement...

***Learning - Achieving - Together***

## **At Greenside we believe...**

- The individual learner is at the centre of all that we do
- Every learner is an individual and is to be respected, valued, and nurtured
- Every learner has a 'voice' and that this voice should be listened to and encouraged.
- We must strive always to make learning successful and we can do this best by skilful teaching (having the highest possible expectations), of a relevant, creative, exciting school curriculum (both in and out of lessons), supportive school structures, and by a real partnership with families.

We understand that excellent relationships are vital to this happening. We believe we need to develop the whole child and encourage confidence and self-esteem. We believe we need to recognise and celebrate everyone's achievements.

## **Specific features of Greenside School**

### **Greenside is a creative school**

The creative arts are used to provide opportunities for learners to learn how to express themselves, to develop self-esteem, thinking skills, confidence and a sense of achievement. To enrich this important aspect of the curriculum we invite creative practitioners to work in school and develop exciting and innovative practice.

### **Greenside is a co-located school**

An important aspect of our inclusive provision is the co-location of provision for many of our secondary aged learners, together with specialist facilities on the neighbouring Barnwell Middle School site. This provides exceptional opportunities for inclusive practice and collaboration.

### **Greenside is an enterprising school**

Our social enterprise "The Greenside Studio" is located in the heart of the local community. This "living classroom" provides exceptional opportunities for all learners to develop their independence skills. It offers a hub for work – related learning. In partnership with North Herts College the Greenside Studio enables extended learning opportunities through the school's "Learning 4 Work" scheme.

### **Greenside is an Out-Reach provider**

In partnership with Woolgrove School, Greenside supports the SEND provision of mainstream primary schools in DSPL 2 (Stevenage and surrounding areas).

## Our shared responsibilities

We recognise that time in full-time education is limited and precious, and we are duty bound not to waste it.

Our curriculum must be delivered in safe, supportive yet challenging learning environment in which all members of our school community are valued, respected and enabled to succeed.

We have a duty to each learner and their family to...

- Work in partnership with parents and carers, and the wider family
- Work in collaboration with therapists and other professionals.
- Ensure that all our learners have opportunities to learn and enjoy the wider community.
- Be inclusive in our practice
- Be outward looking in our vision and approach.
- Be positive and optimistic
- Give of our best at all times
- Recognise that everyone is a learner and that every experience is a learning opportunity
- Empower each learner to achieve fulfilled futures.

## Our Curriculum

Greenside provides a curriculum tailored to the learning, emotional, sensory and physical needs of each young person. This is described as “**My Curriculum**”

There 4 main areas of learning: **My Body; My Communication; My Thinking; My Wellbeing**, which related to the 4 main areas of the SEN Code of Practice (2014) and the recommendations of the Rochford Report (2016 / 2017):

## Working at Greenside - Guidance for staff

Each young person at Greenside is:

- vulnerable (*some physically, some medically, others emotionally*).
- dependent on adults
- capable of bringing joy and a sense of worth for those fortunate enough to work with them.

Each learner needs adults who understand them and are able provide the care and support they need. The majority of young people will make physical and emotional demands that can, on occasions, feel relentless and overwhelming. At Greenside there are systems of support, including the leadership team, the DSPs and the Debrief team. It is important that adults are familiar with these supports and make use of them.

The learners at Greenside don't care what job an adult does (Head, caretaker, mid-day assistant or volunteer) they need to be with adults who are able to give of their best (always).

Each learner need adults who are:

- resilient
- understanding
- emphatic
- generous
- forgiving

Team work is essential - in isolation, no one adult is able to meet the complex needs and demands of the learners at Greenside, this can only be achieved if all the adults work as part of a team.

Each learner needs every member of the Greenside team (*cleaners, caretakers, administration staff, apprentices, teachers, tutors, assistants, coaches, nursery nurses, specialists, MSAs SLT*) to strive to always...

- speak through their actions, demonstrating the habits, behaviours, expected of all.
- show tolerance and emotional resilience to and for one another
- help one another
- listen to people's ideas and perspectives
- try and see situations from the other person's perspective
- treat every colleague with the dignity and respect as we would want to be treated
- express our views at the right time and in the right place
- remain calm in stressful situations and accept this as the norm.

These qualities are demonstrated in our words and actions and how we treat one another. Working in a special school will present stresses and strains that go beyond the vast majority of settings, but can bring wonderful rewards.

# Safeguarding and Child Protection

## Our safeguarding statement of Intent...

### *Greenside is a safeguarding community where:*

- *Everyone sees*
- *Everyone hears*
- *Everyone is responsible*

**Designated Safeguarding Lead Person (DLP):** Dawn Brown

**Deputy DSPs:** Dave Victor, Alex Tomkins, Michelle Bailey

**Safeguarding Governor:** Tish Chowles.

**Prevent Strategy leads:** Dawn Brown, Dave Victor

**Safer recruitment leads:** Dawn Brown; Alex Tomkins

### **Policies relating to Safeguarding**

- Safeguarding policy;
- Child Protection policy,
- Health, Safety policy,
- e-Safety policy;
- Prevent Strategy;
- Behaviour Support Policy;
- Restrictive Physical Intervention (RPI) policy,
- Anti-bullying policy,
- Whistleblowing policy,
- Off-site Visits policy,
- Attendance policy.
- Touch and Physical Contact policy,
- Intimate Care policy.
- Attendance policy,
- First aid policy,
- Supporting learners with medical conditions policy,
- Bereavement policy,
- Safer recruitment policy,
- Code of conduct for employee's policy
- Learner voice and Learner Charter

All are on the school's website ([www.greenside.herts.sch.uk](http://www.greenside.herts.sch.uk))

## Organisation of the school day / week

- From 8.50am learners arrive and the school day begins.
- Learning support assistants greet learners and ensure they are safely assisted to their classes.
- All learners must arrive in school by 9.10am.
- Registration should be completed by 9.15am.
- Teachers and assistants have a discretionary break of not more than 15 minutes during the morning.
- Learners eat in the dining halls or other settings.
- Special arrangements are made for learners that need to eat in different locations.
- Primary learners have structured play for 15 minutes.
- Secondary aged learners have access to a range of appropriate clubs, leisure and recreation activities for up to 45 minutes.
- Staff have a 45-minute lunch break between 12 noon and 1.30pm
- Afternoon school begins at 1.30pm.
- Afternoon lessons finish at 3.05pm.
- Teachers and assistants must ensure that learners are taken to their home/school transport or parent.
- Learners access home/school transport from 3.10pm.
- All learners should have safely left the school site by 3.30pm.
- Class team meetings are held on Wednesdays (3.30 – 4.00).
- Staff meeting are held on Wednesdays (4.00 – 5.00)

## An A-Z of Information

### Absence – learners

If a learner is absent the parent or carer is expected to:

- Notify the school by telephone or email (absence@greenside.herts.sch.uk) as soon as possible before the start of the school day with the reason
- Inform their home / school transport provider
- Give the expected return date.
- Provide, on request, evidence of offsite appointments – such as a hospital or dentist appointment letter/card.

The school will:

- Record the telephone notification of absence. If notification is not received via telephone/in writing by 10am on the first day of absence. School will ring parent/carer and record the outcome of the call.
- Maintain regular contact with parents/carers throughout the pupil's absence.
- Keep written notification from parents/carers on file.
- Write to parents/carers requesting a reason for absence if it has not been provided.
- Record any absences as authorised or unauthorised according to current DfE guidelines.

### Absence – informing school - staff

Due to the physical and emotional needs of the learners at Greenside School a high priority is placed on ensuring that staff are covered when absent. Most covers are arranged between 7.00 to 7.45 so it is vital that you notify the school of your absence as soon as possible.

**“The Absence Line”** ensures that senior leaders are informed of absences and can contact relief staff. It also provides an important record that you have notified the school.

***Absence Line: 07842 146734***

All staff (other than MSAs) must use this number and only this number to inform the school when they are to be absent from work.

Please do not leave voice-mails as these have been lost. Telling colleagues and / or family members, texting or calling other numbers, using emails, calling the main school number, leaving a message on the school answerphone etc. often means that senior staff do not know of an absence in time and are unable to make appropriate cover arrangements.

Unless the school has already received a medical certificate – staff must continue to use the absence line every-day of absence.

### **Absence – informing school - Mid Day Assistants (MSAs)**

MSA's must inform the school of an absence no later than 10.30 am) using only the dedicated number.

***MSA Absence: 07444 868503.***

An MSA who has been asked to cover a TA but is unable to come into school, you should use the main absence line.

### **Absence procedures – Staff**

For spells of sickness lasting four to seven days use form SC2 for self-certification. Being sick on a Friday and the following Monday would count as 4 days.

For absence of more than seven days, a supply a "fit to work" medical certificate from a GP or other health practitioner maybe required.

Every member of staff **must** inform the school of the reason for absence on the day they return.

When a member of staff returns to school following any form of absence they must complete a return to work form and hand this to the Head.

Staff returning to work following an extended period of absence must meet with the Head. A risk assessment and support will be discussed.

The Head teacher monitors absence patterns and may arrange a meeting to discuss specific patterns or concerns.

In the event of a member of staff having more than 10 days absence in a 6 month period, they will be asked to meet with the Head.

Future attendance targets will be set. If these are not met a review meeting will be held with named governors, this could lead to dismissal.

### **Annual Education, Health and Care Plan (EHCP) Reviews**

Each learner will have an EHCP Review. A report will be prepared for this review and sent to parents. Parents are also asked if they wish to add their views. The review will usually take place in school and include all adults who care and work with the child are invited and where appropriate, the child may attend the review. This is revisited and updated at each subsequent review until the student leaves school. The EHCP process is managed by office staff. The annual review / transition plan policy is available on the school's website and from the Head's office.

## **Behaviour Support**

Behaviour must be managed with sensitivity and professionalism. Staff should constantly re-examine and reflect upon their own values, attitudes, behaviours and professional training in order to appreciate the messages that they are giving learners.

Staff need to be familiar with clear guidelines and strategies eg. learner behaviour, support and management plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Staff should be familiar with the Behaviour Support Policy, a copy of which is available in the office and on the school website.

All class staff at Greenside School will receive training in The Hertfordshire Steps approach. This provides guidance for assessment of harm, planning for, monitoring as well as physically supporting young people.

Incidents are recorded using an online tool called CPOMS, training and support is available from the leadership team and the behaviour team.

Staff are supported in meeting the emotional needs of our learners through training, coaching and specific guidance. In addition, a "debrief" team of staff offer the opportunity to talk through issues, let off steam and discuss next steps (see Debrief team posters around school).

## **Breaks**

Staff are not entitled to a mid-morning break. However, staff who have started work by 9.30 are allowed to take discretionary break in the middle of the morning (from 10.00) as long as this does not have a detrimental effect on the learners. This must not be more than 15 minutes out of the classroom / teaching situation.

## **Cars**

The school has a 7 seater accessible car, and a 9 seater car, which can be booked by classes using the booking forms. All drivers must have driven the car, without passengers and ensured that a copy of their driver's license has been given to Sharon. Children travelling in wheelchairs need to be safely secured. Booster seats will be used in accordance with height restrictions. If the vehicle is damaged in any way inform the Head, or caretaker. Please remember to display blue badges correctly and comply with parking restrictions. Parking tickets will be the responsibility of the driver concerned. The driver of the minibus should complete the log book kept in the minibus for each journey.

## **Car Parking**

The school has limited off road car parking. All vehicles are parked at the owner's risk and the school will not be liable for any damage caused to vehicles using this area. Ensure the school office has current car registration details. 8 parking spaces have been allocated for Greenside staff on the Barnwell Middle School site.

## **Chewing gum**

Chewing gum is not permitted during school day (unless part of a process relating to giving up smoking – and agreed with a senior member of staff).

## **Child Protection/Safeguarding**

If you have any concerns about child protection/safeguarding, please talk to the Designated Safeguarding Lead Person (DSP): Dawn Brown; Deputy DSPs: Michelle Bailey; Alex Tomkins, Luke Simonds or Dave Victor.

If a child discloses to you about child protection issues, please record the conversation and tell the individual that you will have to share the information with the designated member of staff.

Please see the Child Protection & Safeguarding Policies, available in the office and on the school website.

## **Collective Worship and School Assembly**

All classes should have a session each day for reflection. There is an assembly each Friday afternoon and at the end of each term. A Primary Department assembly takes place on a Monday morning at 9.30 as well as a Sensory Assembly each Thursday morning at 10.00

## **Community Links**

The school has strong links with other schools, nurseries, colleges, associations, churches, community groups and businesses. Opportunities to develop further links are always welcomed. If you have any details or suggestions for developing links please discuss these with the Head teacher.

## **Communication between School Staff & Nursing Team**

The nursing service provides exceptional support for children and parents at Greenside School. In order ensure effective communication between class staff and the nursing team the following guidance must be followed...

- Under no circumstances must children's health or wellbeing be discussed in an informal manner at any time.
- Concerns and issues must be discussed on a 1:1 basis away from children with a teacher, tutor or senior member of staff.

## **Control of Infection**

Staff must be aware of guidelines for reducing the risk of infectious diseases when dealing with bodily fluids. Risk Assessments have been carried out and are available from the school office. Control measures include ensuring that any cuts/grazes are covered with waterproof dressings; wearing gloves and aprons; correct hand washing and use of alcohol gel if necessary.

Staff should ensure that they have up to date vaccinations (please see section below). Guidelines for changing children with incontinence needs: The privacy of learners will be respected and each learner handled sensitively at all times. Staff will wash their hands before and after changing learners and wear disposable gloves and aprons (if appropriate) at all times.

Children should be cleaned using warm water and soft tissues. Baby oil or other creams recommended by parents/school nurse can be used.

All soiled clothing will be contained in a sealed plastic bag to return home. All other materials will be disposed of in clinical waste bins. Changing beds must be cleaned with disinfectant wipes after use.

Spillages of bodily fluids shall be cleared up as soon as possible, isolating the area to keep other people away. Disposable gloves and aprons should be worn.

A mixed solution kept in controlled conditions by the caretaker should be used to disinfect the area after covering with absorbent paper. All material should be disposed of in clinical waste bins. The school nurse shall be consulted to help learners and parents if there is a problem with incontinence.

## **Curriculum**

At Greenside School we provide a personalised curriculum, which places each young person at the centre of everything we do. We recognise that every next step must be part of a functional and meaningful path for each learner, not part of a pre-programmed or linear route

Each Education, Health, Care Plan (EHCP) is the starting point for identifying learning outcomes which are tracked throughout the year as part of our assessment cycle.

Our learner-centred approach promotes active engagement in learning to enable the development of skills and behaviours they need to enable them to enjoy the best possible quality of life.

Our curriculum provides opportunities which are meaningful, accessible, motivating, contextualised, in which learners are engaged and empowered to achieve.

Our curriculum strives to be responsive to each learner, building on individual strengths and interests.

Our personalised approach supports a balanced and creative range of stimulating contexts for learning through different experiences, themes, subjects and settings.

Each individual's curriculum is developed from what we know about them; what they want and need, as well as the knowledge, visions and priorities of their parents and carers.

We work collaboratively with other professional setting targets and ensuring that effective strategies are in place to equip each learner to be happy; to communicate as well as they can and be as independent as possible.

### **Data Protection**

Care must be taken in the use of confidential material, photos / images of learners, personal data. In particular:

- When using computers, staff must ensure that confidential material cannot be read by an unauthorised person.
- Confidential material must be saved on the school's hard drives not individual / personal computers.
- Delete files that are no longer of use
- Take all reasonable precautions to ensure that memory sticks cannot be lost
- Computers must be logged off at the end of use to prevent unauthorised access.
- Photos / images of learners must not be used on social media

(see e-safety and data protection policy)

### **Debrief Team**

At Greenside it is recognised that staff need the opportunity to talk through issues, let off steam and discuss next steps. Our debrief team of staff offer this important service. The members of this team are: Rob Grundy; Sarah Cullip; Sian Bodenham; Sira Olabarria; Carol Taylor; Carol Jackson; Janet Clayton; Laura Gourlay and Luke Simonds.

### **Defibrillator**

The school has a defibrillator which is located outside the hall (wall mounted) facing the dining hall. Michael Levy and the school's first aiders are trained to use this.

### **Dress Code**

Clothing worn for school should be clean, tidy and appropriate, and suitable for the activities being undertaken. Jewellery worn should take account of the situations likely to be encountered, particularly the fact that learners may grab dangling and prominent items.

A nose stud is acceptable however facial piercings such as nose, eyebrow & lip piercings should be removed or covered for hygiene purposes when working with food. Similarly clothing and other jewellery which could present a health and safety hazard to the wearer or to others should not be worn.

As we work in an environment with cumbersome equipment and feet can get stood on – think wisely about appropriate footwear. Shoes/ sandals should not be of flip flop/ toe post style (toes therefore generally unprotected) and shoes/sandals are required to have a back so shoes don't slip off at the wrong time.

Clothing should be worn that maintains staff dignity & does not cause embarrassment to others.

Clothing should not fall loose & expose cleavage or midriff, hips or underwear, and bra straps and underwear lines should be well covered i.e dress for work, not the beach. Jeans are acceptable (but not with rips or holes etc). T-shirts with suggestive logos are not suitable. Staff are allowed to wear smart shorts.

### **E-Safety**

Staff must take care when using social media and ensure that they do not bring themselves or the school into disrepute. Staff must not share photos / images of learners on social media or discuss the school (See e-safety policy).

### **Electrical Safety**

All staff should monitor the condition of plugs, cables and electrical equipment and shall report to the Technician any damaged electrical equipment or wiring. The technician is responsible for arranging repairs to said equipment. Portable Appliance Testing is undertaken annually.

*Any electrical items brought into school must be reported to the technician for testing prior to use.*

The use of multi-adaptors is to be avoided, as is the use of extension leads unless they are fully unwound and correctly protected. The school encourages staff and learners to conserve energy at all times. All appliances should be switched off and unplugged before going home at night.

### **Emergency Procedures**

In order for staff to summon help when offsite the school has 3 "Bat Phones" (one located in each office). We recommend you save the number into your phone in case of emergency. Their numbers are:

**07464 097645**

**07902512536**

**07553140144**

## **Equality**

Greenside school is an equal opportunities employer. Behaviour displayed by staff believed to be against the spirit of equal opportunities whether for reasons of age, disability, ethnic origin, gender, religion or sexual orientation will be unacceptable and should be brought to the attention of the Head teacher.

The Greenside Single Equalities Policy and Plan is available on the school website and from the Head's office and covers the following protected characteristics: Race; Disability; Gender & gender reassignment; Pregnancy & maternity; Age; Religion and Belief; Sexual Orientation; Special Educational Need; Community cohesion.

## **Facebook**

The school has a public Facebook Page – search for:

'Greenside School'            @greensidespecialschool

Staff are reminded of commenting on this page should always be in a professional manner and to remember the public nature of the page.

## **Fire Procedures**

There are detailed instructions in every classroom about the nearest fire exit point and signs indicating those exit points. Each classroom has an assembly point. Please familiarise yourself with the evacuation details for your classroom and the nearest call point should you discover a fire.

In the event of an alarm, please assist your learners to evacuate; do not stop to collect personal possessions. The Head or Deputy Head teachers will give permission for learners and staff to re-enter the building. The school has a Fire Safety Risk Assessment, which is available in the school office.

There will be a fire drill at least once a term, which is recorded by the caretaker. Testing of the alarm bells is undertaken on a regular basis. There are 3 alarm bells at Greenside School – the Barn, the swimming pool and the fire alarm.

## **First Aid**

School has a named qualified person who co-ordinates a team of first aiders. Injuries to staff should be treated by a qualified first aider. Staff who have completed the Appointed Persons Training for Emergency Aid have their names displayed around the school, including the staff room. However, injuries to learners need to be referred to the school nursing team. Each classroom has a first aid kit which will be checked by classroom staff and supplies obtained from first aid coordinator. First aid boxes are also available in minibuses, pool room, barn and must be taken to off-site sporting activities.

Minor injuries to learners should be cleaned using warm boiled water using an antiseptic wipe and left exposed to air. Nurses should be informed of any treatment that has been given. In the event of a more serious injury school nurse should be consulted immediately. Accidents should be recorded on CPOMS.

If the nurse considers it necessary, the injured child will be send directly to hospital. Parents and/or guardians must be informed. Any member of staff accompanying a child to hospital should take learner information sheets, available from each classroom and the admin office. If there is an emergency with the child the school alarm system can be used to summon help from the school nurse.

If a child has an epileptic seizure they should, if possible, the area around the learner should be made safe and they are in a comfortable position. Any clothing should be loosened around the neck. Staff will stay with the child and reassure them when the seizure has stopped. Each learner will have a different response to his/her epilepsy. Notes will be kept in the classroom as part of the learner's Access to Learning Plans Staff should consult the school nurse after a seizure to ensure it is appropriately recorded and that parents are informed.

The school has a defibrillator which is located outside the hall (wall mounted) facing the dining hall.

### **Food Allergies**

The school is a 'nut free zone' as we have learners who have severe allergic reaction (anaphylaxis). Where required, epi-pens are kept in the class where the learners are based and staff will be trained to administer them.

### **Greenside Studio**

Greenside has extended the range of learning opportunities offered, through establishing a community based facility that develops vocational, self-help and travel training skills. The Greenside Studio is a centre from which extended work experience can be provided and supported by specialist staff. Such opportunities will be tailored to each young person's interests, aspirations and abilities.

The facility also seeks to offer the opportunity to extend learning beyond the academic year and academic day, as well as beyond the age of 19 years. This community based resource provides an alternative to the traditional classroom environment, which is not always suitable for young people who encounter particular problems in traditional routes to learning.

The resource is described as "a living classroom" and seeks to extend learning opportunities for young people who have severe or profound learning difficulties. This learning resource is based in a retail shop at The Hyde Shopping Centre in the Shephall area of Stevenage.

The Greenside Studio features: shop selling “old fashioned” sweets. ceramic studio, where bisques can be painted. kitchen, where students can prepare meals. small teaching area, including computers. workshop, including a kiln, potter’s wheel as well as an area where slip clay can be poured in the making of bisques. storage room and accessible toilet.

## **Health & Safety**

All staff in school has a personal responsibility for the health and safety of themselves, their colleagues, learners and visitors. Our learners are especially vulnerable and staff need to be constantly alert for possible sources of danger. It is also the duty of every member of staff to report any unsafe conditions to the Head teacher.

Each member of staff has a responsibility for drawing the Head teacher’s attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence. All staff have some health & safety responsibility and will be expected to have knowledge on what to do if an accident or incident occurs, know the fire and first aid procedures and understand the basics of infection control and manual handling.

A copy of the Health & Safety policy is available on the school’s website and from the head teacher’s office and all staff should be familiar with it.

The Head teacher is responsible for Health and Safety. Our swimming pool manager Michael Levy co-ordinates health and safety matters as well as overseeing first- aid.

Urgent matters relating to health and safety should be raised immediately with the Head or member of the SLT. Non urgent concerns and issues should be recorded on the clip-board outside the pool for Michael to investigate.

## **Home/School Transport**

Home/School transport is arranged by the Local Authority. If any child leaves the school during the school day please write their name on the board by the main office. If a teacher is organising class activities which mean learners will not be using transport home please write class names on the board and if possible let drivers know the day before so that they can rearrange new drop off times for the remaining children on their bus.

All classroom assistants must be available to escort their class learners from the buses at 8.50am. All buses are numbered and a list of learners on each bus supplied. An up to date list is available at school reception desk. Staff should check that children are safely positioned in the bus for home/school transport, that wheelchair clamps are in place and that loose items of equipment are secure. If there are any problems the member of staff should inform the Head teacher or a member of the SLT.

Specialist seats should come into school with the children, so that they are available for school journeys. Booster seats should also be brought into school where appropriate; these are stored in the lobby area.

The school will provide each bus with information about each learner, stating any significant features about that child which would be relevant for the time spent on the bus. No learner should be allowed to eat on the bus.

### **Homework / Home learning**

Homework is set for those learners who are able to benefit from it. The wishes of parents / carers are an important consideration.

In addition, learning objectives and strategies are shared at consultation meetings to assist parents and carers support learning at home.

Parents / carers can access Espresso and Lexia – 2 online websites that Greenside subscribes too. See class teacher for more details.

### **Illness (learners)**

If a member of staff is concerned about the health of a child, they should consult the school nurse or in their absence the Head or a member of the leadership team. The school nurse will assess, and then make arrangements for the child and telephone parents if the child needs to be collected. Only the nurse or a senior member of staff should call the parent / carer.

### **Illness (staff)**

If a member of staff feels ill during the day, they should inform a colleague. If they are not able to continue working they must ensure that a member of the SLT has been informed.

### **EHCP Outcomes and aims**

These will be discussed, agreed and presented to parents twice a year. Aims are subject to termly review and are tracked using 'Greenside's Assessment Cycle' found on the website

### **Inclusion Activities**

Greenside is a co-located school and has developed exceptional opportunities for inclusive learning and social activities with Barnwell School. In addition, Greenside has developed partnerships with a range of primary schools, which include initial teacher training placement as part of the School's Direct scheme in conjunction with the University of Herts. All links are personalised to the learner's need.

## **Learning outside the Classroom – Extended activities - Educational visits or regular timetabled off site activities**

Learning outside the classroom does not have to involve leaving school grounds where additional learning activities are to be encouraged.

Teachers planning an educational visit should include office in the first instance, complete an offsite form (available from office) and risk assessment (stored in the N:drive) and submit to the a member of SLT for approval before talking to learners or informing parents.

Trip letters should be approved by the office prior to being sent home to ensure costings are accurate. Once approved a copy is also required by Finance secretary.

When a form is returned with approval, permission request and funding details (if appropriate) can be sent to parents. Approval is required for regular activities such as swimming but can be photocopied and updated once initial approval has been received.

The risk assessment form should state the suggested ratio of learners to staff, which can only be varied subject to approval by the Head teacher/Deputy Head teacher. Risk Assessments are required before learners can be taken off site.

The offsite visit form gives details of the children and staff who are not in school, times of leaving and returning. This form is used for fire drills and emergencies to check the numbers of learners, and staff in school. Please also ask a member of the office staff to record details in the school diary.

Please remember to let other classes know if the absence of the teacher, assistants or members of the class affects the activities of other classes. If classes are out for whole school day, the kitchen and office should be informed 2 weeks prior to visit, in order for lunches to be cancelled or packed lunches ordered.

### **Links with Parents**

We consider contact with parents to be a vital part of the work at Greenside School. Home/School notebooks are a key means of communication but as time to write the notebook on a daily basis might be limited, teachers may wish to discuss with parents items to be included. Teachers can also communicate by school email address.

Items of a personal or confidential nature should not be included in these books and the Head teacher should be consulted over these items. Wherever possible, learners should be expected to look after their own notebooks or have them in their school bag, and not rely on the escort to carry them.

## **Lunches – staff**

Adults who wish to have a school dinner must order their meal via a written request form before 9 o'clock. Written request carbon copy book will be available from outside the main office and must be given to Emma or in her absence another member of the admin team. When ordering adults must indicate if they would like a vegetarian or non-vegetarian meal.

Adults can only order a full meal. During a full day off site trip Learning Support Assistants will be able to claim  $\frac{3}{4}$  hour overtime. All staff are able to claim a drink allowance of up to £2.50 per adult per day (Please note: there is no overtime or drinks allowance for a part day trip).

## **Mobile phones**

The school allows staff to bring in personal mobile phones and devices for their own use. The school is not responsible for the loss, damage or theft of any personal mobile device. Personal mobile phones should be switched off, or placed on silent, during work times – unless specific arrangements have been agreed with a member of the SLT. Staff should take care when calling parents / carers on their personal mobile phones and where necessary seek advice from a member of the SLT.

The following guidance from the Local Authority (LA) must be followed:

- The sending of inappropriate text messages between any member of the school community is not allowed
- Unless under exceptional circumstances permission should be sought before any image or sound recordings are made on these devices of any member of the school community. Such images must be deleted from the device as soon as possible and must not be shared on an iCloud.
- Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device
- Never use a hand-held mobile phone whilst driving a vehicle.

Mobile phones may, on occasions be used to maintain contact, particularly when a group is off site, when at least one mobile number must be included on the offsite form (kept in the main reception).

## **Moving & Handling**

Staff are required to handle and move equipment and some of our learners many times a day and all staff are required to complete their moving and handling training before assisting with the movement of physically dependent learners.

Injuries can occur if moving and handling procedures are not followed and it is important that each move is achieved with the minimum of effort to staff while moving the object safely or giving the learner a safe and comfortable transition.

Staff handling and moving learners who are physically dependent should follow the principles given in their moving and handling training, adhere to learner risk assessments and consider the safest way to complete each move. Hoists and other moving and handling equipment are available for use and for many of our learners, hoists should be used for all transfers.

Individual risk assessments give details of how each learner should be moved and the size and types of equipment to be used with that learner. Staff should ask for the risk assessment to be reviewed if there is a change in the learner's needs or equipment used or if they feel the learner should be moved in a different way. Moving and Handling Training is delivered in school and staff should be aware of the Moving and Handling Policy available on the school website.

The Headteacher oversees the delivery, completion and adherence to moving and handling training and individual risk assessments.

Moving and Handling training at Greenside School is based on the principles of biomechanics and staff working in an ergonomically efficient way.

Staff should remember the following principles when moving equipment or transferring a learner:

- To use the centre of gravity
- To keep a stable base of support
- To keep external levers short Before each move consider:
  - The task eg. where do you want to move the object or learner from and to?
  - The load eg. information about how heavy the object is, individual capability, or if a learner has any particular considerations such as a gastrostomy tube, body brace or has seizures.

The following general guidance should also be adhered to:

- Clear and dry floor surface
- Sensible clothing, flat shoes
- Finger nails kept short to avoid scratching or breaking
- Minimum jewellery to avoid scratching
- Equipment with wheels should be moved to the handling point
- Assess your own ability to complete the move

Staff should always ask our moving and handling specialist Rob Grundy if they have any questions or require further training in any procedure they do not feel confident in completing.

## **Medication**

Every class teacher and teaching assistant should be familiar with the medical needs of each learner in their group. A list of learners who take medication is kept in the medical room.

The school nursing team give medication or will oversee class staff in rare cases.

If the child is out of school on an educational visit, the class teacher or responsible adult according to guidance will administer medicines provided.

The drug cupboard must be kept locked at all times. Medication given to learners shall be recorded on a drug chart list kept in the medical room.

If the child is likely to have an anaphylactic reaction the classroom staff must have epipens within close reach at all times.

### **Minibuses**

The school has 3 minibuses, which can be booked by classes using the booking forms. All drivers must have undertaken a test and obtained a Herts. Drivers Permit, which need to be renewed every 5 years.

Learners travelling in wheelchairs need to be securely clamped down to the minibus floors.

If you are not confident that a child is secured safely please seek assistance from another member of staff. Booster seats will be used in accordance with height restrictions.

If a minibus is damaged in any way inform the Head, or caretaker. Please do not leave minibuses where they may obstruct the transport at the end of the afternoon.

Remember to display blue badges correctly and comply with parking restrictions. Parking tickets are the responsibility of the driver.

The driver of the minibus should complete the log book kept in the minibus for each journey.

### **Occupational Therapy (OT)**

The therapist will liaise with class teachers to provide assistance with individual learners' needs.

A technician supports the OT, parents and staff. Specialist equipment is kept in the therapy room.

### **Planning, Preparation and Assessment (PPA)**

PPA is time set aside for teachers and tutors during their timetabled teaching day to allow them to carry out planning, preparation and assessment activities.

PPA is a 10 % of teachers'/tutors' timetabled teaching time but not of other directed time. In most full time cases this entitlement will correspond to approximately 2 hrs 15 mins per week.

The School Teachers' Pay and Conditions Document specifies that in order for the time to be meaningful 'it should not be allocated in short blocks, for example ten to twenty minutes'. At Greenside School PPA is allocated in blocks of no less than 30 minutes.

The teaching timetable of a newly qualified teacher (NQT) should not exceed 90% of the time. NQTs are entitled to PPA time as 10 % of this reduced timetable.

Staff undertaking the Schools Direct initial teacher training scheme will have released to spend 1 day at University. Their PPA entitlement is 10% of their actual teaching timetable (4 hrs). Part-time teachers are entitled to a minimum of 10 per cent of their timetabled teaching time for PPA in the same way as their full time colleagues.

The position of supply teachers depends on the nature and duration of their engagement.

Temporary members of staff whose work includes preparation, planning and assessment of the classes which they take, should receive PPA time on the same basis as permanent teachers Teachers are entitled to PPA. In the event of PPA being cancelled (due to staff cover requirements) the senior leaders will ensure that this time is made-up. Teachers and tutors can notify the SLT of any outstanding PPA via the folder on the Head's door.

If planned PPA falls when a teacher or tutor is engaged in training, on an annual review or other meeting/or when the member of staff is absent, this allocated PPA time will *not* be made-up. Should the term start or end with a working week of 3 days or less there will be no PPA in this period. Other reasons for missed PPA times can be communicated to SLT via the folder on Head's door.

### **Parents, Staff & Friends Association of Greenside School (PSFA)**

The PSFA is a registered charity (279369) and supports the work of the whole school providing resources and opportunities that are regarded as being beyond the scope of the LA.

### **Personal Injury**

The behaviour of some of our learners can sometimes be unpredictable and challenging and some learners do not have full control of their bodily movements. It is important that staff consider their own safety and that of others at all times. Learner behaviour should be considered when completing and communicating risk assessments. It is the decision of the individual member of staff as to whether they wish to notify the police.

In the event of a sustaining injury at work it is essential that it is recorded on the day of the incident in the incident book and appropriate form.

In the event of someone being bitten, and the skin broken, the person must seek treatment from appropriate medical facilities (A&E/ GP) immediately. The Head is responsible for notifying the LA and the Health and Safety Executive if required.

### **Personal Possessions**

Personal possessions should not be left unattended. Valuable items can be locked away in school lockers. Lockers can be obtained with a £10 refundable key deposit from the admin office.

The school will not accept liability for loss or damage to personal possessions brought onto the premises or taken on school outings.

### **Physiotherapy**

The school physiotherapist will devise care plans for individual learners, advise on motor programmes for learners and arrange orthotic provision for learners.

### **Play**

Play offers opportunities for every child to learn, form relationships and have fun. Most learners at Greenside do not know how to play – we have to teach them by our example. Throughout each play session staff need to focus on and engage with all learners.

Whether on the playground, astro-turf or field, each member of staff is part of a wider team.

Everyone shares the responsibility for the wellbeing and enjoyment of each learner - not just those who are in the class with whom they are allocated. All staff should use their initiative and take the lead to organising play activities involving their colleagues.

### **Playground Supervision**

External play equipment should only be used when supervised. Staff should check equipment before use for any apparent defects and for contamination by animals. Any defects should be reported to the caretaker.

Staff must ensure the safety of learners and must be vigilant when supervising in the playground, positioning themselves in the playground to allow for maximum supervision.

No child should be sent to or left in the main playground unsupervised. Staff should engage learners to encourage use of equipment and interaction with other learners.

The lower play can be accessed via either:

- A wooden gate in the main playground (behind the roundabout). This gate must be locked whenever the lower play area is not in use (code 6565)
- The gate off the field, near the Portacabin store. This must be kept shut; it has a combination lock (Code 197).

The play area can be used by one child with one adult (1:1) as long as individual risk assessments allow. If more than one child uses the area there must be at least 3 adults in the Lower play area.

One must supervise the drum swing; the other 2 must supervise the climbing structure.

Adults supervising this area should be aware of the potential of...

- Learners running behind or in front of the swing
- Learners falling from equipment
- Learners pushing others when using the equipment
- Learners sliding down into another person at the bottom of the double slide.

Bikes, scooters & balls etc. are not allowed in this area.

### **Respite Care**

The Social Services Department or individual parents organise respite care for some of our learners. Respite arranged by Social Services is recorded on the information sheet by the reception desk.

Parents are asked to inform school in home/school book of any private arrangement, details of which should be forwarded to Janet in the main office.

### **Reporting / Recording Accidents to staff**

An accident is regarded as a non-deliberate event. All deliberate events are regarded as incidents (see reporting / recording of incidents). All accidents to staff must be recorded in the accident book. This document is kept in the Head's office. Staff can access this at any time.

The Head or a member of the SLT will ensure that all serious accidents are reported to the LA as well as the Health and Safety Executive (HSE).

### **Reporting / Recording Accidents / Incidents to learners**

All accidents to learners must be reported using the safeguarding and child protection software for school's system (CPOMS).

Volunteers and staff can ask for a member of the LT to support them to use CPOMS.

The Head or a member of the SLT will ensure that all serious accidents are reported to the LA as well as the Health and Safety Executive (HSE).

### **Reporting / Recording Accidents / Incidents to adults**

An incident is regarded as a deliberate event or near miss. All accidents to learners must be reported using the safeguarding and child protection software for school's system (CPOMS).

Volunteers and staff can ask for a member of the LT or the IT technician to support them to use CPOMS.

Accidents to adults should be recorded in the Accident Book (located in Head's office).

### **Notifying the Local Authority and Health and Safety Executive**

In the event of someone sustaining a significant injury the Head or member of the SLT will notify the Local Authority, via the on-line recording procedure as well as notifying the Health and Safety Executive (this can be done on line or via a telephone call).

### **Reporting and recording a Restrictive Physical Intervention (RPI).**

All restrictive physical interventions must be recorded in CPOMS.

The use of RPI tick box should be checked and then recorded - **on the day that the intervention was used** - in the bound and numbered book, which is kept in the Head's office. The Head or a member of the SLT will notify parents.

### **Resolving Issues between colleagues**

When so many people are working with learners who have such complex needs, in inadequate and cramped conditions, pressures and tensions are inevitable.

In order to support colleagues to resolve issues and disputes in a professional manner a structure has been put in place.

In the event of a colleague feeling aggrieved, angry, concerned or upset they can choose to: Inform their class teacher; Inform a member of the Senior Management Team (SLT); Inform a member of the Assistants Representative of the staff steering group.

The decision as to who to inform is up to the individual but it is important that the person who has a concern or issue talks to someone.

The response will reflect each specific situation. However, the assistant representative would not be expected to deal with the matter themselves, but to notify a member of SLT who will seek to be non-judgmental and will try to gain an objective view of the situation, often gaining the views of all concerned, before reaching a proposal as to how the people involved can be best supported and how the situation can be best resolved.

## **Safety during Curriculum Activities**

Staff should be aware of the Health & Safety policy provisions particularly relating to science, Food Tech, PE and DT. A copy of the Health & Safety Policy is available in the office and on the website.

## **Safety out of School**

Staff taking children out of the school grounds should be sure that risk assessments have been completed before taking learners off site. Staff should also bear in mind the following points:

- Learner's physical safety must be given priority over all other considerations.
- The behaviour of learners cannot always be predicted. Staff must keep each child in view; no child should be left to trail behind where they cannot be observed by staff, especially when near a road.
- Please remember individual medication requirements for learners.

## **Safety Rules for Staff when working with learners**

1. Learners should never be left unsupervised (unless agreed with parents as part of an independence training programme).
2. If faced with a difficult parent in the classroom, staff should ask them to see the Head teacher. If they refuse someone should be sent to fetch the Head teacher.
3. Learners are not allowed to use the staple gun; guillotine; glue guns.
4. Craft tools must not be left unattended.
5. Heavy items of equipment should not be moved by learners unless an adult is supervising.
6. Sharp scissors and knives must be locked away.
7. No children should be sent to or left in the playground unsupervised.
8. Staff supervising the playground should remain vigilant at all times.
9. Staff should position themselves around the playground to allow for maximum supervision.
10. Learners and staff must not carry open cups of hot/cold drinks around the school.

## **School Diary**

The school has an electronic diary which can be accessed via the class iPads or email settings. A sheet displaying the daily events is located in the staff room. Please check the school diary for events taking place in school and to keep up to date with scheduled meetings that may affect you. Every member of staff ensure should ensure that any appointments or activities they are involved in are recorded in the school diary.

## **School Fund**

Any monies collected for outings/activities etc. must be passed to the school office for recording in the school funds. Expenditure can be re-claimed using a form available from the school office. Expenditure over £10 should be preauthorised using a form available from the school office, which is then submitted with proof of purchase for reimbursement. A valid VAT receipt must accompany all claims for reimbursement. Amounts over £5 will be paid by cheque.

## **School Meals & Lunchtime Arrangements**

Lunches are provided by Herts Catering Limited for learners and staff on request. Dinner money should be sent to the school office.

## **School Resources**

Stationery is kept in stock cupboards near the school office and courtyard. Please use items as required but advise person responsible for ordering if stock is running low. Subject leaders are responsible for ordering equipment and organising storage for their subject equipment. Please check with the subject leader where resources are stored. Any items borrowed should be returned and stored tidily after use. An interactive whiteboard is installed in each classroom (KS1 – KS5).

Teaching staff have access to laptop computers (please ask the technician). All equipment of value must be security marked and recorded in the asset register kept by the ICT technician. No equipment should be removed from school premises without prior approval and recording of the loan.

Staff should be aware that items used outside school premises such as laptops may not be covered by the school insurance and that claims against personal insurance may be made in the event of loss or damage to school equipment.

Photocopiers are available in school. Please keep personal use to a minimum. Paper tissues, paper towels and spillage rolls are supplied. Please do not use paper towels or wipes for cleaning or spillages.

## **Security**

All adults at Greenside must wear a lanyard at all times. Members of staff will be issued a personal lanyard, featuring a photograph and DBS number. Visitors who are able to show a current DBS certificate will be issued with a green lanyard. Those who do not have a DBS certificate will be given a red lanyard and under no circumstances are to be left alone with learners.

Entrance to the school is carefully controlled and monitored. Visitors are required to sign in and receive a temporary pass. It is staff responsibility to record when they exit the building during the school day.

All items of significant value will be security marked and recorded in the school asset register. Users of dangerous or high value items shall be responsible for securing them on completion of use.

There are combination padlocks around school grounds. The code numbers may change, please ask in the office or check with the caretaker.

No one should be on site without permission and staff should be aware of unidentified people around the school and be prepared to challenge them or report their presence to the Headteacher. The school has an extensive CCTV system.

### **Severe weather conditions**

It is impossible to have one policy to cover the wide range of potential adverse weather conditions that may affect our school. However, the factors that will inform decisions are clear.

1. The safety and welfare of learners, staff, other professionals, parents and visitors
2. Responsibility to provide an education service

The Headteacher is responsible for the decision as to whether the school should close due to severe weather conditions. This decision is made in consultation with members of the Leadership and site team. In the event of a closure the Head must inform the Chair of Governors and Local Authority (LA). The decision to close the school will be communicated via:

- 1 Parent Mail,
- 2 The school website,
- 3 School answer phone.
- 4 Public School Facebook page 'Greenside School' @greensidespecialschool

There will be occasions when the level of snow fall is so great that decision will be that the building and site will closed to all staff (including the caretaker). On such days all contracted staff will be paid. Teachers and tutors will be expected to undertake planning and preparation work at home.

There will be other circumstances when the snow fall in Stevenage will not be as great as in other parts of a Hertfordshire and although it is possible for colleagues living close to the school to get to work, it would be difficult for others, especially those living in rural areas. Trust is an important element of working in a setting such as Greenside. Therefore, colleagues are expected to make their own decision based on their own particular circumstances. In line with the policy of the LA those colleagues who can get into school will be expected to do so. All contracted staff will be paid. Those that are able to do so will be expected to contribute to the process of preparing the school to reopen as soon as possible. Others can take the opportunity to organise their class and plan, prepare for future lessons.

As the vast majority of our learners use home school transport, in order to reduce risk, there will be occasions when the decision will be taken to reduce the length of the school day, (opening later / closing earlier), in order to provide additional travelling time. On such days' staff are expected to work their usual hours (it is probable that late staff meetings and after school clubs will be cancelled). There is an understanding that colleagues who have long and / or difficult journeys may arrive later than usual.

Please see a member of the SLT if you have any questions regarding this guidance.

### **Smoking**

Smoking is not permitted anywhere on the premises of Hertfordshire County Council Schools. Smokers must not to smoke in front of the school (From Bungalow 45 to the old farmer's house next to The Barn). Staff are responsible for ensuring that they do not litter the green with their cigarette butts. (many complaints have been received from residents). In order to support colleagues, the school has some pocket ashtrays that staff can use.

The chewing of gum by staff is not permitted during the school day. However, exceptions will be made for colleagues who are using gum as part of a programme to give up smoking. In such circumstances, colleagues must first inform a senior member of staff of their intention to chew gum.

It is recognised that vaping and e-cigarettes are very different from smoking. However, some people find the cloud that e-cigarettes emit unpleasant. In line with Herts CC policy, e-cigarettes must not be used in school, including the staff room.

### **Speech & Language Therapy**

The speech & language therapist will advise on specific communication difficulties, provide care plans for individual children and work with individuals and small groups.

### **Sports & Swimming**

The swimming pool manager oversees all policies and risk assessment arrangements relating to the school pool. The caretaker undertakes regular checks throughout the school day. The caretaker, assistant caretaker, pool manager and Head teacher are trained in pool maintenance and are able to undertake water quality tests. Learners who are able to swim progress to use the facilities at Biggleswade.

### **Staff mid-morning breaks**

As long as there is not a major impact on the teaching and learning of a class, staff may take a break between 10.15 and 11.15. No member of staff is allowed to be out of their class for more than 15 minutes.

There is no entitlement to a mid-morning break. Colleagues to start work after 9.30 should not take a mid-morning break.

### **Staff who wish to bring their own children into school**

Staff are expected to make alternative arrangements for the care of their own child in the event of their child's school having a planned closure e.g INSET. These guidelines seek to ensure the safety of all concerned and reduce possible impact on learning.

- Staff are only able to bring their child into school at the discretion of a member of the Senior Leadership Team (SLT).
- Staff must gain permission from a member of SLT before they bring their child into school.
- Staff are responsible for their own child at all times.
- Staff must ensure that their child is under their supervision at all times
- Staff are responsible for the behaviour of their child.
- Staff must ensure that they are still able to fully fulfil their working duties when their child is with them.
- Staff must ensure that their child does not go into the staff room.
- Staff must ensure that their child does not attend briefing meetings (and they should wait with their child in the classroom whilst these are taking place).

It is important to note that there may be classes where it would more be difficult to accommodate a visiting child than others and this will inform the decision of the member of staff. Only under exceptional circumstances can a member of staff bring more than one child at a time into school.

Only under exceptional circumstances would a child under the age of 5 be permitted to be in school for the whole day.

### **Staff cycling to work**

Staff are encouraged to cycle to school. Storage for bikes is located behind the school kitchen as well as the covered area next to bungalow 45. Each person is responsible for ensuring that their bike is locked and secure. Herts runs a cycle to work scheme.

### **Staff duty dinners and off site drinks for adults**

Staff are able to claim a drink / dinner allowance of up to £3.50 per adult.

### **Staff lunches**

Adults who wish to have a school dinner must order their meal via a written request form before 9 o'clock. Written request carbon copy book will be available from outside the main office and must be given to Emma or in her absence another member of the admin team. When ordering adults must indicate if they would like a vegetarian or non-vegetarian meal. Adults can only order a full meal

(first course and sweet). The kitchen will not take specific requests from the menu or "plate – up" a meal. Adults who have ordered a dinner will collect their meal from one of the 2 serving hatches and will queue with the learners.

### **Staff Meetings**

Class team meetings are held each Wednesday from 3.30 – 4.00. Teachers, tutors and nursery nurses have scheduled meetings each Wednesday from 4.00 to 5.00 pm, and attend school briefings 2 mornings per week at 8.35am. Extended staff meetings for assistants maybe arranged with at least 4 weeks' notice. Overtime is paid.

### **Staff Room**

The staff room and staff toilets are located behind the school hall. Hot and cold drink making facilities are available where you can bring in and make your preferred beverage. Microwaves, toaster, fridge and water cooler are also available. The staffroom is for everyone, whatever their role.

Students and visitors may use the staff room. Learners from secondary schools undertaking work - experience placements should have their dinner / breaks with our learners, children of staff visiting the school (under the age of 16) should remain with their parent and not come into the staff room.

In our staffroom there is sympathy for colleagues with work or family problems, congratulations when things have gone well and a good blend of serious educational discussion. Students on college placement are allowed to use the staff room. Learners under the age of 16 on work experience should remain with their allocated class throughout the day, and eat their lunch with their class.

### **Staff Steering Group**

The steering group consists of a representative from each department, and from each of the specialist classes (ASC, PMLD). There is also a member from the support staff and admin team. The teacher and staff member of the Governors are automatically part of the steering group.

The purpose of the group is to:

- Inform planning and whole school development
- Enable representation of ideas, issues and concerns directly to Senior Leaders and Governors
- To support the process of consultation
- To have a key role in the analysis of staff and parent questionnaires
- To assist in whole school evaluation
- To enable the views of teachers, assistants and support staff to be heard and valued

Members of the steering group are appointed for a two-year period.

## **Students on placement**

The school is asked to support students from local schools and colleges who need placements in a special needs school. The class teacher will support the student and organise their work. If the student requires more support for their work the Head teacher will arrange additional discussion sessions with the student.

If a class teacher is concerned about the student, a member of the leadership team or Headteacher should be consulted. Students should never be left alone with learners or allowed to take learners out of the school building by themselves.

## **Tattoos**

Facial tattoos, tattoos that are racially or politically provocative, as well as tattoos that are sexually explicit not permitted.

## **Use of the Internet**

The school has email facilities and a website. Staff must ensure that sites accessed have appropriate content and that learners are not left unsupervised if accessing the Internet. Each adult PC user should read and sign and adhere to e-safety guidelines.

Staff are able to use search engines for personal use but must ensure that they are not accessing inappropriate sites or downloading material or accessing sites that may endanger the integrity of the computer system.

Staff must not download software and must consult the IT technician before installing software. Personal use of computers should be restricted to a reasonable level at appropriate times and be in line with the school's policies.

## **Vaccinations**

Staff have a responsibility to ensure that their vaccinations are up to date to reduce the risk of infection. In addition to diphtheria, polio and tetanus (usually delivered in a single vaccination DTP), MMR and Hep B are recommended (Any costs will be met by the school)

## **Visitors**

The school welcomes visitors. Every visitor is required to sign in when they arrive at school, wear a visitor badge at all times and sign out when they leave the premises. They will also be given information regarding emergency procedures. Members of staff should inform the secretaries if they are expecting visitors and write details in the school diary. They will be given a lanyard to wear. Green = we have seen a valid DBS - Red = they should be escorted at all times while on school grounds.

## **Volunteers**

The school welcomes volunteers who can bring additional expertise into the school. Any regular volunteer work should be for agreed specified periods and for specified areas of work. The Head teacher will assess any applications and invite the volunteer into the school for a discussion.

References will be taken up and a satisfactory DBS Check in place before any volunteer can assist in school. The volunteer would work under the direction of a class teacher or member of the leadership team. All volunteers must receive safeguarding training.

Volunteers should never be left alone with learners or allowed to take learners out of the school building by themselves. If there are any concerns about a volunteer the Head teacher should be consulted. The appended protocol should be observed at all times. Confidentiality about the learners should be observed at all times.

### **Work Experience Placements and Volunteers**

Work experience is arranged for learners who are able to benefit from this type of learning opportunity. Most often placements are fully supported by a member of staff, who will shadow a student and offer appropriate support.

Occasionally, students are able to complete a period of work experience independently, with regular visits from a member of staff.

The following guidance must be adhered to:

- Students, Work Experience Placements and Volunteers are not to engage in intimate care routines with the learners.
- Students, Work Experience Placements and Volunteers must not work 1:1 with a learner in an enclosed area.
- Students, Work Experience Placements and Volunteers must not be involved in any manual handling routines, including hoisting. However, where appropriate under the supervision from trained members of staff, may assist.
- Students, Work Experience Placements and Volunteers must not engage in planned restrictive physical interventions with learners.
- Students, Work Experience Placements and Volunteers must be made aware of behaviour management strategies and Behaviour Management Plans where relevant to the placement.
- Students, Work Experience Placements and Volunteers will receive an introductory pack, including fire assembly points and exits. Their placement provider, namely the class to which they are allocated, will take the lead as appropriate in familiarising them with the working environment.
- We value the views and comments of people who visit our school, Students and Work Experience Placements will be asked to complete a comment form at the end of their placement.