



# Staff Handbook

Date: September 2025

Review date: September 2026

Approved by the Advisory Board: October 2024

Linked with other policies:

- All School Policies

Signed:

S. Day -

Ver- sion	Date of review/ change(s)	Page and paragraphs affected	Summary of update
V1	Sept 2024	New policy	
V2	Sept 2025		Some page numbers have changed due to amendments/additions
		P7 2 <sup>nd</sup> para	Reading Plus added
		P7 4 <sup>th</sup> para	[ASDAN] And/or [AQA]
		P9 School Day table	Amendments to timings and lessons for KS2 and KS3; also to include the addition of 'targeted intervention' time. End time for SLT on Wednesdays amended to 5pm
		P11	'Accessibility Plan' paragraph added
		P11-12 EHCP reviews	Added: message for teachers to ensure any information and data added to the review document by the given deadline to enable checking and sending out of draft copies within the statutory timeframe prior to the review meeting.
		P12 Arbor	'summative' removed. [All progress is recorded on Arbor] <b>via a RAG rating system - added</b>
		P14 Behaviour Support	'Please see a member of the SLT' – added
		P15 Careers Advice	[EHCP Co-ordinator] Sarah Edmonds - removed
		P17 Confidentiality	The Confidentiality Policy and Agreement shall be read, completed and signed [..... ] in accordance with UK GDPR
		P18 Cyber Security	Paragraph added re. management of emails and MIS systems
		P18 Data Protection	'PCs and laptops must be screen-locked when unattended' – added. Data Breaches - added
		P20 EHCP Outcomes	'the IEP' replaced by 'the termly targets'
		P25 Interventions	Paragraph added re. additional daily 10-minute targeted intervention session between 0920-0930. Data from Arbor will be used to plan these sessions.
		P27 Medication	[off-site visits] changed to: two members of staff, to include at least one first-aider will administer medicines provided. Added: 'General use' reliever inhalers and Epipen and held in school for emergency use as per the Health and Safety/First Aid policy (subject to consent from parent/carer)
		P29 PAT	PAT (Pets As Therapy) Dog - added
		P31 Post-16 Transition	'attends' replaced with 'informs'. 'to support' removed
		P32 Safety out of school	'behaviour plan' changed to 'positive behaviour management plan'
		P35	Speech and Language added
		P38 Uniform	[re. exceptions] 'Alternatively, this should be stated on the student's Positive Behaviour Management Plan' added
		P39	<b>VSSS Key Indicators</b> added
		P40	<b>Whole School Data and Interventions Spreadsheet</b> added

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## Introduction

This handbook is written for all members of staff and is designed to support new members of staff to settle into the school and make expectations of employees clear. 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.

All Saints School is a small independent school in an idyllic rural setting in North Norfolk, with a Junior and Senior department welcoming children from the ages of 7 to 16. The school provides a stimulating and supportive learning environment in which all students, whatever their ability, have the opportunity to excel and develop their talents.

Our school offers a rich, broad and balanced curriculum, with well-planned lessons and focused teaching, to enable all our students to achieve success. The class sizes are small, enabling teachers to work individually with students. We have a happy and caring family ethos, where everyone is respected and staff and students have high expectations of themselves and others.

We are committed to ensuring that all students have access to the whole curriculum and are given equal opportunities to develop their full potential in a safe and secure environment

## General Information

Address: School Road, Lessingham, Norfolk NR12 0DJ

Tel 01692 582083

Website: [www.allsaintslessingham.co.uk](http://www.allsaintslessingham.co.uk)

office email: [office@allsaintslessingham.co.uk](mailto:office@allsaintslessingham.co.uk)

Headteacher: [head@allsaintslessingham.co.uk](mailto:head@allsaintslessingham.co.uk)

**Directors:** Mrs Rachel Smith and Mrs Judith Gardiner

**Advisory Board Chair:** Heather Duxbury

**Headteacher:** Samantha Dangerfield

**Deputy Headteacher:** Sian Jones

**Operations Manager:** Karla King

**Curriculum Manager:** Sian Jones

**SENDCo:** Jo Paffett and Nicky Austin

**IT Manager:** Mark Pinsent

**Assessment and Reporting Manager:** Tom Lamb

**Exams Officer:** Karla King

**Senior Mental Health Lead:** Jo Paffett

**Assistant Teaching and Learning and Curriculum Lead:** Molly Urry and Jack Morton

**Timetabler:** Mark Pinsent

**Diversity Lead:** Lucy Wade

**IAG (careers lead):** Jack Morton and Molly Urry

**Offsite co-ordinator:** Sylwia Czubaj

**Literacy Assistant (Fresh Start):** Luella Cossey

**Literacy Assistant (Library):** Ali Fuller

**Sustainability Lead:** Emma Smith and Jonathan Slater

**Neuro-Diverse lead:** Sylwia Cjubaj

**School Administration:** Karen Berryman, Tracey Buchan, Jess King and \*Katrina Clarke (\*maternity cover)

**Caretaker:** Matt Langley

## All Saints School Vision Statement

To provide a learning environment with outstanding teaching, support and pastoral care. We aim to empower all students to gain the skills necessary to become valued members of society who will not be afraid to try new experiences or feel limited in any way by their particular needs and who will aspire to achieve their best.

## Achievement for All

### At All Saints School we believe...

- The individual student is at the centre of all that we do
- Every student is an individual and is to be respected, valued, and nurtured
- Every student has a 'voice' and this voice should be listened to and encouraged.
- We must strive always to make learning successful and we can do this best by having the highest possible expectations skilful teaching of a relevant, creative, exciting school curriculum, 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 All Saints School

The main philosophy of the school encompasses the following characteristics:

### Consideration

To have consideration for everyone, irrespective of ability, creed or colour.

### Courtesy

To show courtesy to all staff, parents and fellow students.

### Courage

To have the courage to say and do what they know is right; not to be led by others and to speak up against bullying.

### Care

To care and show respect for all.

### Confidence

To have confidence in their own ability and when the time comes to leave All Saints School, to be ready to face the challenges of the future.

## Our Expectations



## Our Curriculum

We are proud of our unique context and the variety this allows us to bring to our curriculum. We want our students to learn a broad selection of subjects in order to allow them to open doors and grasp opportunities in the future. Our curriculum is well planned and seeks to build on the prior

knowledge of students, make links and develop their understanding in all areas of their learning whilst addressing the knowledge gaps students may join us with, given the wide range of different starting points. It is our intent that students will build their knowledge, skills and understanding through studying a broad and balanced curriculum. Our curriculum has our students and their needs at the heart of it, so that all students leave our school with the best chances of succeeding in an ever changing World. In Key Stage 2 and 3, we look to offer a wide range of subjects to develop basic skills and knowledge on which to base future choices.

Students are encouraged throughout the school to become independent readers, and these opportunities begin in KS2, where all learners are encouraged to take advantage of the many opportunities, they have to read independently, to other adults and children or to a bigger audience. We use the Read, Write, Inc, Fresh Start and Reading Plus programmes to ensure all learners get the support they require to allow them to get the most from our curriculum.

Numeracy skills are developed through the use of a bespoke maths curriculum that we have created with the support of the LA maths team; it draws on White Rose Maths and My Maths principles.

At KS4, students are offered a level of course to suit their needs, and students who require extra support with their learning do so in an environment that fully supports their needs. Maths, English and Science are available to all students, and other subjects back up this offer ensuring our curriculum offers opportunities for everyone. Where appropriate we will provide the opportunity to take GCSEs, Entry Level Certificates, ASDAN accredited courses and/or AQA unit awards. These opportunities fit perfectly with an offer of life skills, as well as the Prevent agenda and British Values.

We feel strongly that it is our moral responsibility to offer our students opportunities beyond the traditional classroom curriculum and see that it is of equal importance to build individual students for their individual futures. The well-being of our students is at the core of all we do and because of this our curriculum offer allows the flexibility required to deliver everything our students need to succeed both in the classroom and in life.

All curriculum related information can be found in g drive – shared drives – curriculum.

## **Working at All Saints School - Guidance for staff**

The learners at All Saints School don't care what job an adult does (Headteacher, caretaker, TA or volunteer); they need to be with adults who are able to give their best (always).

Each student needs adults who are:

- resilient
- understanding
- empathetic
- generous
- kind

Team work is essential - in isolation, no one adult is able to meet the varying needs of the students at All Saints School, this can only be achieved if all the adults work as part of a team.

Each student needs every member of the All Saints School team (*caretaker, administration staff, teachers, tutors, assistants, coaches, 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 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.

## Safeguarding and Child Protection

**Designated Safeguarding Lead Person (DSL): Samantha Dangerfield**

**Designated Safeguarding Deputies:**

Jo Paffett

Karla King

Karen Berryman

Nicky Austin

Gemma Montgomery

**Policies relating to Safeguarding: It is an obligatory responsibility of all staff to read the following policies and to record their acknowledgement of reading, understanding them and implementing them in daily practice; this record will be kept by Tracey Buchan (School Secretary).**

- [Safeguarding incorporating Child Protection Policy 2022](#)
- Health and Safety policy
- ICT and Acceptable Use policy,
- Anti-bullying policy
- Whistleblowing policy
- Off-site Visits policy
- Attendance policy,
- First aid policy
- Supporting students with medical needs policy
- Data Protection
- Code of conduct
- Accessibility Plan
- Admissions
- Behaviour Policy
- Children Missing Education
- Recruitment and Selection
- Safe touch, Physical Intervention and Restraint
- Relationships and Sex Education
- Risk Assessments
- Wellbeing

All are on the school's website ([www.allsaintslessingham.co.uk](http://www.allsaintslessingham.co.uk)) or available from the school office



## The School Day

Organisation of the school day / week (Timetable for KS2 and KS3 is different to KS4)		
All Staff	8.30am	Staff briefing
All staff	8.40am	In classroom teams to discuss the day, update positive behaviour support plans
All students	From 8.45am	Students arrive for breakfast club are greeted and go to the nurture room.
All students	9.00am	All students to have arrived in school
All classes	By 9.15am	All registration to be completed
KS4	10.45am – 11.00am	Break time. Duty rota operates: Staff on duty to wear a high vis vest and ensure they interact with students and support them with their play.
	12.30pm – 12.45pm	Students eat lunch in rooms. Special arrangements are made for students that need to eat in different locations.
	12.30pm – 1.00pm	Lunch break Duty rota: Staff on duty to wear a high vis vest and ensure they interact with students and support them with their play.
	1.00pm	Afternoon school begins
KS2 and KS3	9.00am – 9.20am	P1: Sensory circuits/getting ready to learn
	9.20am-9.30am	P2: Ten minutes targeted interventions
	9.30am – 10.25am	P3: Maths
	10.25am – 10.40am	Break time
	10.40am – 11.00am	Fresh Start/Interventions
	11.00am – 11.45am	P4: English
	11.45am – 12.15pm	P5: Interventions (different each day)
	12.15pm – 12.45pm	Lunch In classrooms & outside
	12.45pm – 1.00pm	P6: Sensory Circuits
	1.00pm – 2.00pm	P7: Lesson
	2.00pm – 3.00pm	P8: Lesson
All	3.15pm	School day ends. Students are called by walkie-talkie to their parent/carer or taxi.
	3.30pm	All students to have safely left the school site
Staff	3.30pm – 4.30pm: Mondays	Staff meetings
	3.30pm – 5pm: Wednesdays	Senior Leadership Team meetings

**Staff working hours (unless a different contract is in place) are as follows:**

**Monday – 8:30 – 16:30**

**Tuesday – Friday – 8:30-15:15**

**All staff MUST sign in and out each time they enter or leave the site, (even for just short trips out during the day).**

**The staff attendance register also constitutes as a fire register and you will be putting others at risk if it is not completed accurately.**

## **An A-Z of Information**

**Absence – Student: If a student is absent the parent or carer is expected to:**

- Notify the school by telephone or email [office@allsaintslessingham.co.uk](mailto:office@allsaintslessingham.co.uk) as soon as possible before the start of the school day with the reason – poorly or unwell are not sufficient
- Inform their home / school transport provider.
- 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 9.30am 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 student'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**

Staff must contact the school office personally by telephone before 8am or have contacted the Operations Manager prior to the day and ensure sufficient work is in the cover folder on g drive – shared drives – curriculum folder – cover before 8am. Further contact should be made by 4pm if the absence is likely to continue the following day.

Staff can self-certificate for any period of sickness absence of up to one calendar week. For absence of more than seven days, a “fit to work” medical certificate from a GP or other health practitioner is required and should be provided to the school office without delay. In some circumstances the school may seek medical advice and guidance from an occupational health provider, so that the school can be informed of any appropriate support and or adjustments which may help your return to work and subsequent attendance.

Staff returning to work following an extended period of absence will meet with the Headteacher where a risk assessment and support will be discussed.

The Headteacher monitors absence patterns and may arrange a meeting to discuss specific patterns or concerns regarding attendance. The individual may bring someone with them to these meetings.

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 Headteacher. The individual may bring someone with them to these meetings.

All staff, unless otherwise agreed by the Headteacher or Operations Manager, must be on the school site for the time stated in their contract.

### **Accessibility Plan**

The school Accessibility Plan sets out how the school plans to improve school life for disabled pupils through increasing access to the curriculum, improving the physical environment to increase access and making information more accessible by providing information in a range of ways. Staff should refer to this in their planning to ensure student needs are being met. This can be found on the school website in the policy section.

### **Additional time off**

A leave application form must be filled in and given to the Headteacher seven days before the additional time away from work is needed. Where possible please book appointments outside school hours. Where this is not possible, please see the Headteacher or Operations Manager as soon as you can. This form can be found in g drive – shared drives –office and admin – staff leave application form.

### **Admissions**

The admissions criteria can be found on the school website where there is a direct link to the admissions policy.

### **Advisory Board**

The school does not have governors but it does have an Advisory Board. This is made up of a group of people who have educational expertise, they meet once per half term with the Directors and the Headteacher. Details of the individual members are on the school website.

### **Alternative Provision and Providers**

In exceptional circumstances, some of our students attend alternative provision on different days of the week. This can only happen when it has been agreed as part of the annual review process. The DSL undertakes the safeguarding checks for each provision. Further information can be found in the Alternative Provision Policy.

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

Each student with an EHCP 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 on Zoom and includes all adults who care and work with the child are invited; where appropriate, the child may attend the review. This is revisited and updated at each subsequent review until the student leaves school. All teaching staff will be expected to contribute to the review document. The EHCP process is managed by Tracey Buchan (secretary) and Jo Paffett and Nicky Austin (SENDCos). EHCP paper work can be found in gdrive –shared drives –student information – EHCP. An INDES will need to be completed at the same time, information regarding this can be found in the same student information file – INDES. If you teach the student, please ensure you have added any information and data to the review document by the given deadline; this enables the

draft copy to be checked and sent out to all concerned (parents/carers/professionals) within the statutory timeframe prior to the review meeting.

### **Anxiety**

Many of our students suffer from anxiety. Anxiety is a normal and natural response that occurs when an individual perceives a threat, danger or negative outcome or event. It is common and normal for children to feel anxious or fearful about a variety of different things during their development. After all, children are confronted with all sorts of new experiences and challenges as they grow up and learn about the world around them. In most cases these fears are transitory and do not significantly interfere with a child's academic, social or family life. For some children, fears and anxieties can have a significant impact on the way they perform at school, on their ability to make or maintain friends and on their family life. Training and support will be given to support new staff with strategies to help children with severe anxiety. More information and student friendly guides are available on the school website – Parents – Helpful Resources.

### **Arbor**

Arbor is the school information management system; all student data is recorded on here. Each class teacher or TA must take a register for each period. EHCPs will be uploaded to Arbor and all teachers will need to record their formative assessment on Arbor. Training will be given during the induction period. The Assessment and Reporting Manager will be available for any queries. Any administration queries regarding Arbor should be directed to the IT Manager or secretaries.

It is possible to access Arbor at home but safeguarding, GDPR and acceptable use policies must be adhered to whilst in use.

### **Assembly**

The whole school has an assembly on Wednesday afternoon beginning at 2.50pm. The assembly themes are based upon key events and information in the year. Each member of the SLT and teaching staff will deliver assemblies as per the rota, a copy of which can be found on the gdrive – shared files – curriculum - assemblies and themed weeks.

### **Assessment**

Assessments are carried out within classes as and when appropriate for the topic, subject etc this is recorded at least three times a year (one per term). All progress is recorded on Arbor via a RAG rating system. Tom Lamb (Assessment and Reporting Manager) can support and the Curriculum, Teaching, Learning and Assessment and Marking and Feedback policies provides the detail required.

### **Autistic Spectrum Disorder**

Autism is a developmental condition which affects the function of the brain. It affects the way that someone interacts with and relates to other people, and for autistic people, the world can be a confusing, unpredictable and sometimes scary place. Autism is called a spectrum condition because it affects people in different ways and to different degrees. A significant number of our students have ASD as their primary or secondary need. Online training on Autism is given to all staff and extra guidance will be given during staff meetings / discussions. A number of specialist books can be found in the staff CPD library located in the resource room. More information and student friendly guides are available on the school website – Parents – Helpful Resources.

### **Behaviour**

For full details please refer to the Behaviour Policy.

The following posters can be found around the school and in the student planner:

## All Saints Expectations

Kind  
words



Kind  
hands

Listening  
ears



Respectful  
actions

Work  
hard



Be safe

## What will happen if I need help managing my behaviour?

- 1. You will get a reminder of what you are expected to do.**

You might be in the Yellow Zone! You could use strategies from your toolbox to help you back into the Green Zone.



- 2. You will be given another reminder and asked to make up lost time at lunch or break.**

You might be in the Yellow Zone or moving towards the Red Zone! You could use strategies from your toolbox to help you back into the Green Zone.



- 3. You will be directed to take some time out of the classroom to help you return to the Green Zone.**

You might be in the Red Zone! You will have some time to get into the Green Zone and talk with staff about what happened and how we can avoid it happening again. The Nurture Room might be the best place for this to happen as it is quiet. You may be asked to apologise or put right what went wrong. We will help you do this if you are not sure what to do. We might need to ring home and let them know what has happened.



Staff may decide to jump steps if they feel you need time away from the classroom.

Behaviour scores: 4 (Exceptional), 3 (Outstanding), 2 (Expected), 1 (Needing reminders), 0 (Needed to leave the classroom)

Each student is allocated a maximum of 4 behaviour points for each lesson.

4	Exceptional Behaviour
3	Outstanding Behaviour
2	Expected behaviour for that individual student
1	Needing reminders
0	Needed to leave the classroom

A score for each student, each lesson must be recorded on Arbor at the end of each day. All students who achieve a 4 or exceed their targets will be rewarded with a Headteacher's certificate.

1s or low level incidents might include leaving the room but then returning and completing work or not completing as much work as they are capable of. All 0 and 1 scores must be logged on CPOMS by the end of the school day with details as to how that incident has been resolved so that form tutors can review these with students during circle time and if necessary, phone home at the end of the day.

### **Behaviour Support**

All students have a positive behaviour support plan which can be found on Arbor. Students 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 e.g. student behaviour, positive behaviour support plans to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Staff should have read the Behaviour Policy, Reward Policy and the Safe Touch, Physical Intervention and Restraint Policy.

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

Incidents are recorded on CPOMS.

Walkie-Talkies are available in each base, room, office etc. and can be used to ask for SLT support but only after all other strategies have been exhausted.

Staff are supported in meeting the emotional needs of our learners through training, coaching and specific guidance. In addition, a "debrief" after-school session is always available if desired to give the opportunity to talk through issues, let off steam and discuss next steps. Please see a member of the SLT.

### **Behaviour Support if child on adult abuse**

If a child is regularly channelling their negative behaviour towards a particular member of the staff team, we will support that member of the staff and the child by where possible ensuring they have time away from each other to begin the restorative process.

### **Bomb threat procedure**

Once the decision to evacuate has been taken, the walkie-talkies will be used to alert all members of staff. Staff and children will relocate to the assembly points at either the front or back gate, if this is deemed a safe enough distance. If not deemed a safe distance by the advice provided by the Police, staff and students will walk together to the car park of the local pub situated at the end of the road.

### **Breakfast Club**

Students who can access breakfast club will come into breakfast club in the nurture room when their taxi arrives in school.

### **Briefing**

All staff are expected to attend the daily staff briefing. **If you are a part time member of staff and not in briefing, you are expected to read the staff briefing notes kept in the staff room. It is your professional responsibility to stay up to date with communication in school.**

### **Bullying and Harassment**

We recognise that all employees have the right to work in an environment that is free from bullying and harassment. The school has a full commitment to equality and diversity and to promote positive, professional and courteous working relationships. The working environment should be safe and non-threatening, where the dignity of all is respected. For further information, see the Bullying and Harassment Policy.

### **Calendar**

The school calendar is available on gdrive – shared drive – school organisation and information and all dates are recorded on the electronic calendar.

### **Capability Policy**

If the normal process of Performance Management is not sufficient a capability process will begin, the process will take place as set out in the Capability policy, a copy of which can be found on the website or from the school office.

### **Careers Advice**

At All Saints School we recognise the need for impartial Careers Guidance. This is a statutory requirement and we value the importance of providing our students with the information they need to make informed choices about their future beyond All Saints School.

Impartial Careers Guidance is provided by Beacon East, whose qualified Careers Advisers work closely with Miss King, to offer individual appointments, across the academic year, for all students in years 9-11. All students receive an action plan after each individual career interview. A copy is given to students to take home and information is shared with staff and our EHCP Co-ordinator. Parents and carers are always encouraged to contact Miss King to seek advice and ask any questions they might have regarding careers or work experience.

### **Car Parking**

The school has limited off road car parking. During your induction process you will be given a car park space allocation and asked to display the All Saints School badge to demonstrate your entitlement to park. School cars are provided to transport staff from and to Grange Farm where



parking is available. It leaves the farm promptly at 08.23 and returns to the farm at 15.17. Staff do not have to use the school transport – it is a short walk from the farm to school.

### **Cars**

The school has four cars, which can be booked by classes using the booking forms in the school office. If the vehicle is damaged in any way, please inform the Headteacher or caretaker. Further details can be found in the transport policy.

### **Chewing gum**

Chewing gum is not permitted during school day for students or staff (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 (DSL): Samantha Dangerfield; Deputy DSLs: Jo Paffett; Karla King, Karen Berryman, Nicky Austin or Gemma Montgomery.

If a child discloses to you about child protection issues, please record the conversation on CPOMS and follow the guidance set out in the Safeguarding incorporating Child Protection Policy found on the website, in the school office and on the school staff files. All visitors/non-contracted staff are advised to complete a pink safeguarding form if a child discloses a child protection issue to them. These can be found in the school office.

Safeguarding support materials can be found in gdrive –shared files –safeguarding.

Weekly safeguarding briefings are held on a Thursday morning on Teams. All staff must sign to say they have attended or watched the safeguarding briefing. The sign off sheet can be found in gdrive – shared drive- office and admin –staff sign off sheets.

### **Coaching**

At All Saints we have an established Coaching programme; staff work collaboratively in groups to focus on an area that is connected to their performance management target. Coaching leads will alternate depending on areas of expertise and all staff will be responsible for tracking their progress by completing the relevant paperwork which can be found in the coaching folder on the gdrive – shared files - pedagogy – coaching. The coaching groups can be found in gdrive –shared files –pedagogy-teaching and learning –coaching.

### **Code of Conduct**

As part of the induction process you will be asked to sign a staff code of conduct which will be kept in your personnel file. This is to be read in conjunction with the conduct policy which can be found on the website and in the school office. Any breaches of the Code of Conduct will be taken seriously and investigated accordingly.

### **Cognitive Ability Tests CATs assessments**

On entering the school, we will organise for students to sit the CATs tests. These are completed online and provide a range of reports for teachers and parents.



The conclusions provide a rounded profile of student ability so you can target support, provide the right level of challenge and make informed decisions about students' progress. It provides a unique profile of strengths and weaknesses across four batteries:

Verbal Reasoning – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.

Non-verbal Reasoning – problem-solving using pictures and diagrams, skills which are important in a wide range of school subjects, including maths and science-based subjects.

Spatial Reasoning – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

Quantitative Reasoning – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

The results of the CATS assessments can be found in gdrive –shared drive-student information –CATs data.

### **Confidentiality Agreement**

The Confidentiality Policy and Agreement shall be read, completed and signed by each employee, volunteer or contractor working for or on behalf of All Saints School. This is to ensure that all aspects of data and information relating to staff, volunteers, students or parents and carers is kept secure, used appropriately and in accordance with UK GDPR.

### **Counsellor**

We have a Counsellor on site; please contact the Headteacher if you would like a student to be referred. Staff are also welcome to access this service.

### **CPD**

In order to keep the school moving forward and to ensure the school development plan is effectively and consistently implemented, we have 5 inset days and regular CPD sessions on a Monday evening. All sessions are carefully planned to cover compulsory training, coaching, implement new initiatives, monitor existing practices and share expertise. It is expected that all teachers and TA's will engage with these sessions, if, on occasion, there is a reason why this is not possible, staff must let the Curriculum Manager or Headteacher know in advance. It is the responsibility of the staff member to catch up on what has been missed.

Staff are encouraged to participate in external CPD, where there is a monetary or time cost involved, it should be requested in advance in writing to the Headteacher. Staff are responsible for recording and professional development they may undertake on Arbor. All certificates must be printed and handed to Tracey Buchan in the school office.

All staff are expected to attend all INSET days. Part time staff will be paid pro-rotas for days completed.

### **CPOMS (Child Protection Online Management System)**

All incidents, safeguarding concerns, communication with parents / carers and any information you feel important to pass on must be recorded on CPOMS. Training will be given during induction sessions.

## **CPOMS Staff Safe**

The Single Central Record is now held securely on the CPOMS Staff Safe system and all confidential staff records and communication is accessed via this system.

## **Curriculum**

At All Saints 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 student.

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 students are engaged and empowered to achieve.

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 professionals, setting targets and ensuring that effective strategies are in place to equip each student to be happy; to communicate as well as they can and be as independent as possible.

Curriculum letters are sent home every half term, all teaching staff and subject co-ordinators must ensure that their sections are written in time to meet the deadline which is published on the school calendar.

## **Cyber Security**

**Important action points for all staff to adhere to, to ensure the security of our school systems and of the personal and sensitive information we store.**

- All staff must have a cleared inbox/outbox and deleted box (every half term) - this will be monitored by IT manager.
- Any confidential emails must be removed from the email system and stored in a secure file saved to your drive. If in doubt as to how to do this, please see Mr Pinsent.
- All logged in systems eg: CPOMS, G Drive, emails, Arbor – must be fully logged out at the end of every session / day.
- Do not open links unless you are sure they're genuine; if in any doubt speak to IT manager but do NOT open or forward the email
- Block emails you do not require to reduce email traffic (right-click on the Unopened email and block sender and delete)

## **Data Protection**

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

- When using computers, staff must ensure that confidential material cannot be read by an unauthorised person.
- PCs and laptops must be screen-locked when unattended.
- Confidential material must be saved on the school's hard drives or GDrive, not individual / personal computers.
- Delete files that are no longer of use.
- All data sticks or memory sticks are banned from school.

- Computers must be logged off at the end of use to prevent unauthorised access. – Please make sure you have an automated shutdown after a short period of time.
- Photos / images of learners must not be used on social media.
- First names only are used at all points around the school, this includes the front of exercise books, planners, displayed work, newsletters etc.

(see ICT and Internet Acceptable Use and Data Protection policies)

Any confidential information given to staff MUST not be left lying around in the school and should be kept securely locked away. Any breaches of data protection will be taken seriously and be considered as a breach of the Code of Conduct. ALL data breaches must be reported immediately to the DPO representative, Tracey Buchan, and potentially may be referred on to the ICO.

### **Defibrillator**

The school has a defibrillator which is located outside the main school gate. Karen Berryman and Tracey Buchan, the school's first aiders, are trained to use this. However, do not hesitate to use it should they not be available as the machine gives instructions.

### **Directors**

The Managing Director of the school is Rachel Smith. Judith Gardiner is the second Director. The school has set up an Advisory Board to support the Directors in all strategic aspects of the school.

### **Diversity**

Lucy Wade is the school Diversity lead teacher who ensures that all aspects of school life have an inclusive culture. The school also has an active diversity group, made up of students from all year groups.

A wealth of information to support this area can be found in gdrive –shared drives – curriculum – diversity.

### **Dress Code Staff**

Clothing worn for school should be clean, tidy and appropriate, and suitable for the activities being undertaken, 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), please change into suitable clothing for that lesson (e.g. trainers and P.E. clothes). Jewellery worn should take account of the situations likely to be encountered, particularly the fact that learners may grab dangling and prominent items.

Clothing should be worn that maintains staff dignity and does not cause embarrassment or offense to others. Student uniform guidelines can be found on the school website or from the office.

### **Duties**

All staff will be allocated a break time duty. Lunch duties will be undertaken by TAs with a member of SLT allocated to each day. High Vis vests must be worn and interaction with students is expected. Full guidance of what is expected when on duty and when duties are will be shared during induction.

### **ECT (Early Career Teachers)**

The school uses the Julian Teaching School to support ECTs and the LA support to complete the sign up process. A mentor tutor and induction tutor will be provided for each ECT with adequate time given for each individual to complete the two-year process.

## **EHCP Outcomes and Aims**

These will be discussed, agreed and presented to parents annually. The outcomes will form the basis of the termly targets and behaviour management plans. These are reviewed by tutors.

## **Electrical Safety**

All staff should monitor the condition of sockets, plugs, cables and electrical equipment and shall report to the caretaker any damaged electrical equipment or wiring. The caretaker 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 school office for testing prior to use. The use of multi-adaptors and extension leads is to be avoided. 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.

## **Equality**

All Saints 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 Headteacher.

The All Saints School Equalities policy is available on the school website and covers the following protected characteristics: Race; Disability; Gender & gender reassignment; Pregnancy & maternity; Age; Religion and Belief; Sexual Orientation; Special Educational Need; Community Cohesion.

## **Expenses**

All spending must be approved by either Rachel Smith or Sam Dangerfield prior to purchase. Receipts need to be handed into the school office for the attention of Mrs Rachel Smith for reimbursement.

All receipts under £20.00 need to be handed into the school office for the attention of Mrs Rachel Smith. These will be reimbursed in the following months' pay.

## **Family**

Any staff related to a student enrolled on this school must not be involved in the support of that young person; other staff members will deal with any incidences, issues, concerns etc as relevant and appropriate.

## **Filtering and Monitoring IT**

**Filtering systems:** block access to harmful sites and content.

**Monitoring systems:** identify when a user accesses or searches for certain types of harmful content on school devices (it doesn't stop someone accessing it). The Headteacher and IT Manager are then alerted to any concerning content so we can intervene and respond.

No filtering and monitoring system is 100% effective, we need to use it alongside other existing safeguarding systems and procedures.

The Headteacher, Director - Rachel Smith, ICT manager – Mark Pinsent and members of SLT and DSLs have the overarching responsibility to ensure that the IT infrastructure is safe and secure. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. The school's filtering and monitoring systems are

checked weekly and reported to DSLs who will act accordingly. If any member of staff has any concerns regarding a student's or adult's IT usage, they should record it on CPOMs. This can include witnessing or suspecting unsuitable material has been accessed, accessing unsuitable material or noticing abbreviations or misspellings that allow access to restricted material.

### **Fire Procedures**

There are detailed instructions in every classroom about the nearest fire exit point and signs indicating those exit points. The school assembly point is at the front of the school near the main gates or at the village hall if there is a need to evacuate further afield. Please familiarise yourself with the evacuation details 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 Headteacher or Deputy Headteacher 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. Fire Warden documents will be given out during the induction process.

There will be a fire drill at least once a term, which is recorded by the Headteacher. Testing of the alarm bells is undertaken on a regular basis. There are 2 alarm bells at All Saints School, the main school and the school house. Fire warden guidance is given during induction. A copy can be found in the school office and on staff files.

Fire training takes place every two / three years by ACE fire company and at least two members of staff will have full fire warden training.

Further information can be found in the Fire Safety Policy

### **First Aid**

School has a number of staff who have undertaken the Emergency First aid at work qualification. Injuries to staff must be treated by a qualified first aider. Staff who have completed the appointed training have their names displayed around the school. The first aid room is located in the school house next to the Meeting Room. First aid boxes are also available in the school cars. Parents or carers will be contacted by the school office if it's deemed necessary.

All accidents and incidents should be recorded on CPOMs and if above the reporting threshold in the accident books (one for staff and one for students) which are found in the school office.

### **Accidents which must be recorded in both the Accident Book (Staff or Student) and CPOMs**

Any fracture

Any amputation

Any eye injury – including foreign bodies

Any crush injury to head or torso

Any burn

Any degree of scalping

Any loss of consciousness caused by head injury or asphyxia

Any injury arising from working in an enclosed space

Any injury where the person is likely to be incapacitated for seven days

Any accident resulting from Health and Safety i.e., wet floors, trailing cables, trapped fingers etc.

Assault against staff

Any injury resulting in a student or staff member being taken to hospital

If in doubt, please enter using both the Accident Book and CPOMs.

If the first aiders consider it necessary, the injured child will be sent directly to hospital. Parents and/or guardians must be informed. A member of the SLT will accompany the student and their transport back to school will be organised. Parents will be asked to meet at the hospital. If it is deemed the best option, the member of SLT will use the school car or SLT car will be used. Any member of staff accompanying a child to hospital should take the student's information sheet and care plan if applicable, available from the school office and remain with the child until the parent takes over loco parentis. All school visits must have a member of staff who has completed basic First Aid.

### **Flexible Working Arrangements**

Flexible working is a phrase that describes any working pattern adapted to suit the employee's needs.

There are many forms of flexible working including homeworking, part time or reduced hours, job shares, flexi-time, compressed or annualised hours, career breaks, staggered start and finish times or self-rostering. If employees are considering requesting a change in work pattern, they should speak to the Headteacher at as early a stage as possible to explore what opportunities are available.

### **Food Allergies**

The school is as much as possible a 'nut free zone' as we have students who have severe allergic reactions (anaphylaxis). First Aiders are trained in anaphylaxis and it is also compulsory for all staff to complete Anaphylaxis Awareness online as part of September inset.

### **Fresh Start**

On entering the school, students are assessed for their reading capabilities and placed on the appropriate Fresh Start programme. All staff delivering Fresh Start intervention will receive comprehensive and updated training and guidance from the Literacy Assistant (Fresh Start). Resources to support Fresh Start can be found in gdrive – shared drives – curriculum – fresh start.

### **Gifts**

Staff are not to give gifts to students unless agreed by the Headteacher or Deputy Head. If a member of staff receives a gift, they must complete a Record of Gift Acceptance form which is available from the office, then hand the form to the Operations Manager. Details are then uploaded to CPOMS Staff Safe.

### **Grievance**

If an employee has a grievance to do with work, or with the people they work with, there should be a first attempt to resolve the issue by making a direct approach to the other person involved. In many cases, it is possible for an employee to make direct contact, to make someone aware of the problem and to agree a solution informally. If the employee cannot resolve the matter through this

approach, the next step is to raise it with their immediate line manager, through an informal meeting at which any concerns are raised and examined through discussion. The employee can be accompanied or represented at this meeting by a companion (a work colleague or trade union representative).

Should the grievance be against the Headteacher, please follow the guidance in the Grievance policy.

For further detail, please see the Grievance policy a copy of which can be found on staff files or from the office.

### **Health Care Plans**

Student health care plans are held in the staff room or on gdrive – shared drives – student information - medical. It is crucial that you are aware of the health care plans for particular students and have completed the necessary training. Staff with allergies /health needs must inform the Headteacher and records kept in their personnel file. Any staff taking medication during school hours must ensure it is safely locked away in the staffroom.

### **Health & Safety**

All staff in school have a personal responsibility for the health and safety of themselves, their colleagues, students and visitors. It is also the duty of every member of staff to report any unsafe conditions to the school office who will pass the information to the caretaker and Headteacher. As part of the induction process an online health and safety course will have to be completed.

Each member of staff has a responsibility for drawing the Headteacher'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. Risk assessment training will be given every two / three years and for new staff on induction.

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

### **Home/School Transport**

Home/School transport is arranged by the Local Authority. If any child leaves the school during the school day, they need to sign out at the school office. If a teacher is organising class activities which mean students will not be using transport home, please ensure the school office is aware of this.

Taxis arrive on site from 8.30 - 8.45am and are met by the staff on duty on the playground. An up to date list is available at school reception desk. If there are any problems the member of staff should inform the Headteacher or a member of the SLT.

At the end of the school day, all students will be called using the 2-way radio, please do not send children until they have been called.

### **Homework / Home learning**

Homework is set for those students who are able to benefit from it. See class teacher for more details.

### **House System**

Each student and member of staff is allocated to a house team. House merits are given to each student for good behaviour, attitude, effort and work. The house point boxes are found in the main corridor near the staff room and staff kitchen. Students can take their house point and drop it in the appropriate box. Events will be held throughout the year where teamwork will be encouraged, such as, sports day and house quiz.

The houses are:

- Air – Yellow
- Earth – Green
- Fire – Red
- Water – Blue

### **Illness (students)**

If a member of staff is concerned about the health of a child, they should consult the First Aiders or a member of the leadership team. The first aiders will assess and then make arrangements for the child and telephone parents / carers if the child needs to be collected. Only the school office 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 member of SLT. If they are not able to continue working, they must ensure that a member of the SLT has been informed before leaving the school site.

### **INDES**

Identification of needs descriptors in educational settings (INDES). NDES are a framework of standardised terms, co-produced and facilitated by the Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections which describe need:

- Physical disability (including physical and neurological impairment, medical, independence and sensory)
- Deafness
- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

When identifying a child or young person's needs as part of the assess, plan, do, review process (SEND Code of Practice, 2015), professionals use statements within the above that best describe presentation of need from typically developing to complex. All students at All Saints School have an INDES which is reviewed annually during their annual review.

### **Independent Living Curriculum**

Independent Living scheme of work has been created, this takes place as part of the intervention sessions. The scheme of work and resources can be found in g drive –shared drives –curriculum – intervention resource – independent living.



### **Induction and probation period**

A new member of staff will undertake an induction process which will include Safeguarding, Prevent, Health and Safety, Risk Assessment and Autism training. All induction sessions will take place in the first six weeks of joining the school. There will be four one hour after school sessions to go through the Staff Handbook, Arbor, CPOMS and the students in the school. All new staff will have a contract that states there is a six-month probation period.

### **Infection Prevention and Control**

This policy aims to help all school staff prevent and manage infections in school, informing staff what steps to take to prevent infection and what actions to take when infection occurs. Please see policy for further guidance.

### **Information, Advice and Guidance**

At All Saints School we pride ourselves on our ever-evolving careers support provision for our students where, at the earliest opportunity, we begin the process of preparing them for life post 16. CEIAG now has to meet a set of new standards, called the Gatsby Benchmark standard. The Gatsby Benchmarks are a framework of 8 guidelines about what makes the best careers provision in schools and colleges. The Careers Strategy is built around them, ensuring excellent careers provision in schools. The school has a careers focus month each year and a programme of careers run from Year 3 through to Year 11.

### **Inset**

All staff are expected to attend all INSET days. Part time staff will be paid pro-rotas for days completed.

### **Interventions**

A full audit of EHCPs has taken place, the outcomes of which, has led to a comprehensive interventions programme being developed across KS2 and KS3. This ensures that all students' needs are being met. The Intervention framework can be found on Arbor and all children are assessed termly against this framework. Intervention sessions will run every day from 1145-1215 hrs in KS2 and KS3. These will be run by the class teacher and overseen by the school's SENDCOs. Resources to support interventions can be found in g drive – shared drives – curriculum – intervention resources. Additionally, there will be a daily 10-minute targeted intervention session between 0920-0930. Data from Arbor will be used to plan these sessions. For more information, see g drive- shared drives – curriculum- intervention resources- 10-minute intervention sessions.

### **Learning Environment**

The school is an old building and has a number of interconnecting rooms. Please be mindful of staff teaching in these rooms and where possible go around the building rather than through the building to get from one place to another. Although it is an old building, we endeavour to keep it clean and tidy and the environment welcoming for all. It is the class teacher's responsibility to ensure each classroom is kept tidy and ready for students to learn. Clutter must be kept to a minimum for staff and student's safety and wellbeing. An ordered environment is important for many of our students, particularly those with autism. To accommodate the diverse sensory needs of all students, staff are also encouraged to use pastel colours for displays in their classrooms. The library, Hall and kitchen

are shared spaces which are used for specific lessons and to support learning in all areas of the curriculum.

Any work or other information in the classroom must only be displayed on a display board (not on any other wall/surface). Please be mindful of the use of staples and blutak to enable easy removal. Please do not use drawing pins.

If you require any changes to the classroom layout or display, please see the Headteacher. Additional information and guidelines on best practice for the classroom environment can be found in gdrive – shared drives –school organisation and information –learning environment.

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

We have bought into the LA EVOLVE package. Please see the Education Visits co-ordinator for further details. Learning outside the classroom does not have to involve leaving school grounds.

Teachers planning an educational visit should include the office in the first instance, complete an offsite form (available from gdrive) and risk assessment (found in gdrive drive) and submit to the Headteacher for approval before talking to students or informing parents.

When a form is returned with approval, permission request and funding details (if appropriate) it can be sent to parents. We use the LA EVOLVE system to record all outings from school. Training will be given as and when required by the education visits co-ordinator or Miss King.

We do not require parental permission to take students off site during the school day but parents do need to be informed of the educational purpose of the visit and the itinerary.

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

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.

For further guidance see the Off-site visit policy.

All information, forms, guidance etc can be found in gdrive –shared files –school organisation and information –offsite visits and trips.

### **Library**

The school library is overseen by the Literacy Assistant (Library), who is able to provide resources, book boxes and additional books to support the curriculum and reading for pleasure.

For further guidance see the Library Policy.

### **Links with Parents**

We consider contact with parents to be a vital part of the work at All Saints School. Home/School planners are a key means of communication but as time to write in the notebook on a daily basis might be limited, teachers may wish to discuss with parents and carers items to be included. Staff are also encouraged to communicate with home and phone or ask the office to phone.

Items of a personal or confidential nature should not be included in these books and the Headteacher should be consulted over these items. Students are expected to look after their own planners.

### **Lockdown procedure**

During a **Lockdown**, a member of the SLT will inform students with a whistle and instruction via walkie-talkie with the word 'lockdown'. All students remain in the classroom, regular activity stops, all doors are secured and the students remain inside the room until instructed by the safety authority figure to resume their regular activities. All exterior doors are locked as well and no one is permitted to enter or leave the building. Students are kept inside the school and classrooms when circumstances make it safer to stay in the classroom rather than evacuate. Situations where our lockdown procedure may be used include:

A potentially dangerous person or animal on the school site

A disturbance or dangerous situation in the local community that could affect the school

A nearby chemical incident or other risk of air pollution

An incident related to terrorism

Further information can be found in the Lockdown and Evacuation policy which can be found in the school office and on the school website.

### **Lunches – students**

Students bring a packed lunch to school or if they are entitled to free school meals, they will have a lunch made for them when they arrive at school in the morning. A variety of options are available. We encourage healthy eating and are as far as possible a nut-free school.

### **Marking**

Please see the Feedback and Assessment policy.

### **Maternity, Paternity and Adoption**

The school has policies relating to maternity, paternity and adoption. Please see policies, Headteacher or Director Rachel Smith for further information or clarification.

### **Medication**

Every class teacher and teaching assistant should be familiar with the medical needs of each student in their group. A list of students who take medication is kept on the gdrive – shared drives – student information -medical.

The school office administrators give medication or will oversee. In rare cases this will be completed by other First Aiders.

If the child is out of school on an educational visit, two members of staff, to include at least one first-aider will administer medicines provided.

The medicines cupboard must be kept locked at all times. Medication given to students must be recorded on their medication administration form kept in the office.

If the child is likely to have an anaphylactic reaction the classroom staff must have the students prescribed Autoinjector within close reach at all times. The Autoinjector must be taken on all class visits.

Students who have a prescribed inhaler (e.g. for asthma) are permitted to keep it in their possession. 'General use' reliever inhalers and an EpiPen and held in school for emergency use as per the Health and Safety/First Aid policy (subject to consent from parent/carer).

### **Menopause**

On average women experience the menopause between the ages of 45 and 55. When a woman begins the menopause before the age of 40 it is classed as Premature Ovarian Insufficiency (POI). The majority of women experience symptoms that can affect their lives, including their work. Some women will experience debilitating symptoms and symptoms usually last 4-8 years. Therefore, it is very important that all women feel encouraged to speak with their Headteacher, or a senior leader if they are experiencing menopausal symptoms affecting them in the workplace. For further information, please see the Menopause Policy.

### **Mobile phones and Smart Watches**

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 and Smart Watches should not be kept on your person, should be switched off, or placed on silent and not used during work times, unless specific arrangements have been agreed with a member of the SLT. Staff should not call parents / carers on their personal mobile phones; the school phone must be used. Photographs must not be taken on personal mobile phones or Smart Watches.

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 the 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 (but this will be at the owner's agreement and expense) 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).

The school has three mobile phones that can be used whilst offsite, please ask the Headteacher or Operations Manager to ensure it is charged the night before you require using it. The school mobile number is also shared with parents/carers so that they are able to make contact if needed. For regular offsite visits, for example college/PE/Swimming lessons, lead staff are given permission to keep their mobiles on them and to call the office for any support needed.

### **National College including National Online Safety**

We are subscribed to the National College which includes National Online Safety Platform to meet the statutory online safety safeguarding duties outlined in KCSIE. All staff members and parents/carers will be provided with a log-in to enable them to complete CPD accredited training.

**New and Expectant Mothers**

It is advisable for staff to notify the Headteacher when they are pregnant or breastfeeding in order for any necessary measures to be put in place for the protection of both themselves and their child. For further guidance please see the New and Expectant Mothers Policy.

**Nurture**

At All Saints School we provide a safe nurturing environment which allows students to flourish when they have found education previously challenging. Every morning we provide a nurture approach to the start of the day. Please see our SENDCOs, Jo Paffett and Nicky Austin, for more guidance.

**Nurture Base**

The Nurture Base is a quiet supervised space for emotional regulation and calming. It will also be used, when authorised by the SLT, for internal isolation and when students are not able to participate in a regular timetabled lesson.

The behaviour policy must be followed prior to, during and after any period spent in the Nurture Base.

**Online 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 students on social media or discuss the school. (See Internet, Social Media and Email Use policy). The Online Safety Policy must be read annually.

**Operations Manager**

Our Operations Manager Karla King supports all areas of school life. Please see her if you have any concerns or queries regarding any element of the school.

**OT**

We have an Occupational Therapist on site once every two weeks; please contact one of our SENDCOs if you would like a student to be referred.

**PAT (Pets As Therapy) Dog**

Sid visits us weekly with his owner Alvin. Students are invited to read to Sid. This is done on a strict rota basis. A member of staff must escort the student to the library for the session and remain with them throughout. Please see Ali Fuller for more information.

**Pay**

The Directors have agreed a pay policy which links pay progression to Performance Management.

**Performance Management**

All staff will be part of the performance management cycle. During the second half or the summer term all staff will review their previously set targets and create new targets for the coming academic year. New staff will set targets during their first term in school. There will be a mid-year review to support all staff with meeting their targets. All staff will be expected to bring evidence and CPD logs to review meetings to demonstrate that they have met their targets. Targets can be adjusted where

there is evidence that this is required. Please see Performance Management policy for more details. Where staff do meet their targets a pay progression is awarded and where staff do not meet their targets, the process laid out in the capability policy comes into place.

### **Personal Bests**

We encourage students to produce 'personal bests' in all aspects of their work. Individual pieces of work are displayed in the home bases to remind themselves and staff members of what they can and should be achieving on a regular basis. Taking pride in work is not something that comes naturally to our students and we do need to support them with this.

### **Personal Injury**

It is important that staff consider their own safety and that of others at all times. Student 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 sustaining an injury at work it is essential that it is recorded on the day of the incident in the accident book.

### **Personal Possessions**

Personal possessions should not be left unattended.

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

### **Photocopying**

There are two photocopiers available in school. Staff should use the one in the resource room in the main school to enable the one in meeting room 1 to be kept free for office staff. If you require support with photocopying, please leave in the office with clear instructions and give sufficient time for the office staff to complete. Please ensure you adhere to the limits you can photocopy to meet the copyright rules. Please limit the amounts of photocopying especially colour copying to keep down costs. Students are not to be asked to collect photocopying/printing of a sensitive nature (for example assessment grades/results/contact details of another student)

### **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.

The teaching time of a trainee teacher will depend upon the course that is being completed. The school will ensure that trainee teachers are given sufficient PPA time and time to complete the requirements of the course.

The teaching timetable of a newly qualified teacher (ECT) should not exceed 80% of the time in the first year and 90% of the time in the second year. ECTs are entitled to PPA time as 10 % of this reduced timetable.

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 email.

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 email.

Long, medium and short term plans for all teachers must be produced and kept on the school g drive. All plans must meet the minimum requirements as set down in the Curriculum and Assessment policy.

### **Play**

Play offers opportunities for every child to learn, form relationships and have fun. Some of our students 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 students.

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

### **Playground Supervision**

Staff must ensure the safety of students 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 students to encourage use of equipment and interaction with other students.

### **Policies**

All policies can be found in the school office and on the school website. All policies must be read and adhered to.

### **Post-16 Transition**

The Operations Manager, Miss King, works closely with the SENDCOs, Ms Paffett and Ms Austin and informs KS4 Education Health Care Plan (EHCP) meetings with information, advice and guidance on post-16 choices. Working closely with parents/carers and colleges, additional individual meetings are arranged either at college or within school in order to obtain a smooth transition, with all areas of support identified. Transition days are planned for students to attend, during the school day, supported by Miss King wherever needed. Parents and carers are encouraged to attend careers events. Additional visits are planned and supported by school during the summer term.

### **Purchasing**

All purchases need to be entered on an ordering form found on the G drive -shared drives –office and admin -orders, under the relevant tab for the subject/department. These will be agreed with the Headteacher and Director before the order will be placed.

### **References**

If you have been asked by a colleague or student to provide a professional reference, you must check it with the Headteacher before submitting it. This will ensure the correct wording is used and that we are compliant with the legal requirements.

**Reporting / Recording Accidents to staff**

An accident is regarded as a non-deliberate event. All deliberate events are regarded as incidents. All accidents to staff must be recorded in the accident book. This document is kept in the school office. Staff can access this at any time.

Accidents and incidents must be reported in line with the 'First Aid' section.

The Headteacher or the Director member of the SLT will ensure that all serious accidents are reported to the Health and Safety Executive (HSE).

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

In the event of someone sustaining a significant injury, the Headteacher or Director member of the SLT will notify the Health and Safety Executive (this can be done online or via a telephone call).

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

Only staff trained in this procedure are able to use the physical intervention that they have been trained in. This will only take place on the agreement of the Headteacher or Operations Manager. All information will be recorded on CPOMS under the 'hold' section.

**Rewards**

Positive Behaviour Support plans contain guidance on rewards for individual students. The rewards policy documents whole school rewards including use of praise, house points, Headteacher awards and praise postcards.

**Safe Touch, Physical Intervention and Restraint Guidelines**

We believe that children have the right to independence, choice and inclusion, and we seek to provide opportunities for personal growth and emotional health and wellbeing. Children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. Our policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills. At All Saints School, we have adopted an informed, evidence based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning as a part of a nurturing school ethos. Safe touch will only be used when appropriate and will take into account the individual needs and preferences of each student. Detailed explanation can be found in the safe touch, physical intervention and restraint policy found on the website.

**Safety during Curriculum Activities**

Staff should be aware of the Health & Safety policy provisions relating to curriculum subjects. A copy of the Health & Safety Policy is available in the office, on the website and on staff files.

**Safety out of School**

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



- Each student's positive behaviour management plan details how to manage each behaviour.
- Students physical safety must be given priority over all other considerations.
- The behaviour of students 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 students.

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

- Students should never be left unsupervised.
- If faced with a difficult student in the classroom, staff should use their techniques to encourage them in learning and take appropriate action if they do not. If they refuse someone should be sent to fetch a member of the SLT or use the walkie talkie to get assistance.
- Students are not allowed to use the staple gun; guillotine; glue guns unless under full supervision.
- Any sharp items must not be left unattended.
- Heavy items of equipment should not be moved by students.
- Sharp scissors and knives and anything else that can be used to self-harm must be locked away.
- Staff supervising the playground should remain vigilant at all times.
- Staff should position themselves around the playground to allow for maximum supervision.
- Students and staff must not carry open cups of hot/cold drinks around the school or in the Playground.

### **School Diary**


The school has an electronic calendar which can be accessed via the email settings. Please check the school calendar for events taking place in school and to keep up to date with scheduled meetings that may affect you. Every member of staff should ensure that any appointments or activities they are involved in are recorded in the Headteacher's calendar.

### **School Meals & Lunchtime Arrangements**

Students bring in their own packed lunches unless they are entitled to free school meals. Staff will need to bring in their own lunches, fridges and microwaves are available in the school staff kitchen.

### **School Resources**

Stationery is kept in the stock cupboard next to the resource room. Please use items as required. Stocktake is undertaken daily. Subject co-ordinators are responsible for ordering equipment and organising storage for their subject equipment. Please check with the subject co-ordinator where resources are stored. Any items borrowed should be returned and stored tidily after use. An interactive whiteboard is installed in classrooms.

Teaching staff have access to laptop computers (please ask the ICT manager  Mark Pinsent). All equipment of value must be security marked and recorded in the asset register kept by the Director. No equipment should be removed from school premises without prior approval and recording of the loan. Staff using school ICT equipment should adhere to the school's ICT policy

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 coloured copies to a minimum as the cost of these is considerably more per sheet. The resource room photocopier is to be used by staff in the first instance only in an emergency is the office photocopied to be used.

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 All Saints School must wear a lanyard at all times. Members of staff will be issued a No Outsiders personal lanyard. Visitors are issued with a red 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 out 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.

### **Self-Harm**

Please see the self-harm policy for full guidance on guidance and procedures around self-harm and how to support students who are self-harming.

### **SENDCos**

Virtually all of our students have an EHCP. Please see our SENDCos – Jo Paffett and Nicky Austin- on guidance as to how to support our students.

### **Service to the community award**

Students who have served their local community can receive an award – please speak directly to the Headteacher.

### **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:

- The safety and welfare of students, staff, other professionals, parents and visitors
- 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 Headteacher must inform the Directors. The decision to close the school will be communicated via:

- 1) Radio Norfolk
- 2) A phone call from SLT
- 3) School text

#### 4) The school website

There will be occasions when the level of snowfall is so great that the decision will be that the building and site will be 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.

As the vast majority of our students 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 day's staff are expected to work their usual hours (it is probable that late staff meetings 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 or vaping is not permitted anywhere on the premises.

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.

#### **Speech and Language Therapy**

We have a Speech and Language Therapist who visits the school on a weekly basis. She undertakes assessments, 1:1 therapy and group therapy. Please speak to the SENDCos if you would like to refer a student to this service.

#### **Sports & Swimming**

Students in Junior classes have the opportunity to go swimming every week. Other students may attend swimming lessons but it will be decided on an individual basis and with consultation with teachers and parents/carers. Throughout the year there will be times for other KS3/KS4 classes to swim, for example during wellbeing week and for students who have chosen swimming as their individual sport at GCSE PE.

#### **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).

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

## **Staff Guidance and Data Protection**

### **Our Current Policy Statement**

All staff, advisors and visitors will ensure that all data is kept secure and is used appropriately as authorised by The Directors. If in doubt they will seek clarification. This includes taking data off site.

### **What is Personal Data?**

Definition of Personal Data - (Extract from Information Commissioners website)

‘Personal data’ means any information relating to an identified or identifiable natural person (‘data subject’); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person;

### ***Summarised***

Personal data is any information, including images relating to an identified or identifiable person.

On this basis, incorporating the new legislation we would expect staff to follow the guidance below;

### **Recommended Staff Guidance**

- 1) All staff should ensure that they ‘lock-screen’ their PC when not in the classroom or log off after they have finished using any PC.
- 2) Staff should ensure passwords are of a reasonable complexity and are changed regularly, whilst being wary of computer security in terms of entering passwords when students are present.
- 3) Staff should consider where possible anonymising data by using methods such as using initials or a form of code instead of personal data which could easily identify a person.
- 4) Staff should consider whether they really need to keep files or emails that contain personal data, if not they should be deleted.
- 5) If staff have to use portable USB devices in exceptional circumstances, such as a USB pen drives/backup hard drives with stored personal data (e.g. for exam moderation), it is suggested that the device is encrypted using a suitable program.
- 5) Where possible, staff should reduce the risk of losing personal data by using the Remote Access option to access Staff My Documents and Shared Areas externally from school. Staff should always ensure they log off the connection when finished and any data downloaded or accessed on a remote machine is deleted or securely stored.
- 6) All school emails using the @allsaintslessingham.co.uk format are sent via Office365 which is via the internet so must be considered unsecure, therefore any emails or attachments which contain personal data must be sent encrypted, even if sent internally. To encrypt an email use office 365 direct and use encrypt button in the drop down menu.
- 7) Staff laptops, when removed offsite, should be powered off and not left in hibernation.
- 8) No personal data should be left offsite in potentially unsecure areas such as vehicles.
- 9) Staff should ensure that all non-electronic personal data is stored securely and is destroyed securely via confidential waste as and when no longer needed.
- 10) Staff should consider whether non-electronic personal data should be held in a recognisable format, whether it could be anonymised, or is really required prior to being generated.

STAFF SHOULD NOTIFY TRACEY BUCHAN, THE REPRESENTATIVE OF THE DATA PROTECTION OFFICER, OF ANY BREACHES OF PERSONAL DATA AS SOON AS POSSIBLE AFTER THESE OCCUR BUT WITHIN 24 HOURS. IF IN DOUBT AS TO WHETHER A BREACH HAS OCCURRED, PLEASE CONTACT TRACEY FOR ADVICE.

### **Staff Meetings**

A daily staff briefing takes place at 8.30am and every member of staff is expected to attend.

A full staff meeting is held each Monday from 3.30 – 4.30pm.

SLT meet every Tuesday 8:40 -9:00am and on a Wednesday 3.30-4.30pm.

The DSL team meet every Tuesday 7:45am-8:30am.

### **Staff Room**

There are two small staff rooms situated upstairs in the school house, the room with resources is for conversation, the middle room is a silent working room. The upstairs office can be booked via a school secretary, the Headteacher or Operations Manager. The staffroom is for everyone, whatever their role. Visitors may use 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.

### **Staff Wellbeing**

The SLT will take staff wellbeing into account with every decision they make and with every policy that is introduced. A member of staff will be the wellbeing champion and will help to organise initiatives to support wellbeing and will give feedback to SLT if they feel they are losing sight of whole staff or individual staff wellbeing. We have a Mental Health Action Group that is made up of staff, parents and advisors. They look at all areas of school life with a wellbeing consideration. If you would like to be involved in this group, please see Jo Paffett. More information on staff wellbeing can be found in the wellbeing policy.

### **Student Leadership Opportunities**

The Head Students and School Prefects are regarded as ambassadors of the school by staff, advisors and parents and carers and are looked up to by younger students. The Senior Student Leadership Team have a number of specific areas of responsibility. They act as student representatives to the school advisory board, represent All Saints School, play a part in presentation evenings, open evenings and showing prospective staff and students around the school. They also take a lead role in the running of the School Council, work closely with the Headteacher and the SLT, promote student voice in school improvement initiatives and student issues.

Students have the opportunity to become school council representatives, diversity leaders, Sports leaders or literacy leaders.

### **Students on placement**

The school is asked to support students from local schools and colleges who need placements in a school. The class teacher will support the student and organise their work. If the student requires more support for their work the Headteacher 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 students or allowed to take students out of the school building by themselves.

**Summer Buddy Service – Post 16 support.**

The Operations Manager, Miss King, works closely with the TITAN and Transport Team within Children's Services to ensure that our students are supported during the summer months. The TITAN team offers support to students who are moving onto college or other educational establishments and need support with undertaking the new journey. A team of travel trainers work 1:1 with students across the summer months. They take the student from their home (or a meeting point) to their new college or educational establishment, and back again. With each journey they hope to build the students skills and confidence levels, until they are competent to undertake the journey independently. Students are consistently reminded about road safety, stranger danger awareness, what to do in an emergency and are taken to the safe havens that are identified around Norwich and Great Yarmouth.

Miss King supports the referral process with parents, during the summer term.

**Travel Independence Training Across the Nation (TITAN)**

All staff have been trained by the TITAN team at Norfolk County Council in order to support our students to develop their road safety and life skills. This is so they can become safe, independent pedestrians and travellers. From year 7, students have access to the Red, Amber and Green travel training scheme within their form groups. Each stage is based on a series of small tasks, which show different levels of independence. These are repeated and recorded until each student is proficient at the relevant tasks for that stage. All students are tested on these tasks and certificates are awarded for passing the three different levels of the scheme.

**Tattoos**

Facial tattoos, tattoos that are racially or politically provocative, as well as tattoos that are sexually explicit are not permitted. If a staff member already has one, it must be covered or masked.

**Term dates**

Term dates can be found in the school office or on the website. Also included in staff packs handed out at the start of the new academic year.

**Timetable**

Mark Pinsent builds the school timetable. Staff and Student timetables will be issued prior to the summer break. Any discussions around timetables must go to Mark Pinsent and the Headteacher.

**Uniform**

All students are expected to dress correctly for school. The school uniform list can be found in the school office or on the website. Some students have got exemptions to this uniform policy due to their specific needs. Please speak with one of the SENDCo to check who they are and what the exceptions are. Alternatively, this should be stated on the student's Positive Behaviour Management Plan.

**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. Students, staff, parents and carers and visitors sign an ICT code of conduct.

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. A daily Smoothwall notification is sent to the Headteacher, who will investigate each breach.

Staff must not download software and must consult the IT Manager before installing software. Personal use of computers cannot be used in school unless agreed with the Headteacher.

### **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, Hep B AND COVID 19 are recommended.

### **Village Hall**

At times we use the village hall to support learning. Please ensure you speak with the school office or Operations Manager (Karla King) to book the hall. All staff must ensure that it is left tidy and that the building, including the toilets, is checked before leaving.

### **VSSS Key Indicators**

A Virtual School is a department of the local county council that has responsibility for providing support for a particular group of young people, in this case young people with sensory needs (hearing or vision impairment). Norfolk Virtual School for Sensory Support have developed 2 checklists for school staff to use, to help identify potential vision or hearing impairments in the young people they work with. These are known as VSSS Key Indicators. Staff should familiarise themselves with these key indicators, log any concerns they may have about a student on CPOMs and discuss with a SENDCo. This information can be found in g drive > Pedagogy > SEND Resources > Virtual School for Sensory Support > Identifying Visual or Hearing Impairments Indicators (Word Doc).

### **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 and safeguarding procedures. Members of staff should inform the school office if they are expecting visitors and write details in the school diary. They will be given a lanyard to wear. 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 Headteacher 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 students or allowed to take students out of the school building by themselves. If there are any concerns about a volunteer the Headteacher should be consulted. The appended protocol should be observed at all times. Confidentiality about the students should be observed at all times.



### **Website**

The school website [www.allsaintslessingham.co.uk](http://www.allsaintslessingham.co.uk) has a vast amount of information on it including policies, procedures, curriculum overviews and curriculum journeys, term dates, SEN information.

### **Walkie-Talkies**

Walkie-Talkies are available in each room, base and office. These can be used to communicate with SLT and to ask for additional support when ALL other strategies have been exhausted.

Only student first names should be used over the radio. If the message pertains to you, please respond with acknowledgement of receipt. All radios must be kept turned on during the school day.

*NB: when relaying a message over the walkie-talkie, hold down the transmit button for a couple of seconds before starting your message.*

### **Whistleblowing/low level staff concerns**

There are information posters around the school with contact details of who should be contacted in this event. Staff receive regular training and updates within Safeguarding training.

Low level concerns: allegations made against school staff should be reported to the Headteacher, unless the allegation or concern is against the Headteacher, in which case it should be reported to the Director or Chair of the Advisory Board.

### **Whole School Data and Interventions Spreadsheet**

The Whole School Data and Interventions Spreadsheet is a document that all staff should be referring to in their lesson planning. It contains a wealth of information about each child, including what specific interventions and strategies should be put in place to help the student access learning and make progress. It includes information such as reading ages, OT recommendations, EHCP and dyslexia strategies. Learning walks will focus on whether individualised strategies that are identified on the Spreadsheet are being used. It can be found in the S Drive- Whole School Data and Interventions Spreadsheet. If you are unsure how to access this, please speak to a SENDCo.

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

Work experience is arranged for learners who are able to benefit from this type of learning opportunity.

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 must not work 1:1 with students in an enclosed area.
- 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.



- 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.

## You

You will become a part of the All Saints School family and we are really pleased you chose to join us. Please do ask if you have any questions and we will do our very best to help you, which will in turn help our amazing students.





## Zones of Regulation

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. Full training on the Zones will be given during induction and further guidance can be sought from our SENDCo or from the school's occupational therapist.

Further information and resources can be found in gdrive-shared drives – curriculum - interventions.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

## The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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