



Ravenswood School
An Inspirational Learning Community
with High Expectations for All

Staff Handbook 2017-18

Our Values:

Through the very high standards that adults model around the school; we expect pupils to:

- Value each individual's voice
- Build self-esteem and confidence
- Understand good and bad
- Show respect and understanding for others
- Value the community and world in which we live
- Be proud members of the school community

The School aims to:

- provide pupils with a safe environment and the best possible education and support, promoting their pathway to independence in learning and life skills
- provide pupils with positive guidance to manage their behaviour through clear expectations, rewards and sanctions
- achieve high standards of teaching for all pupils throughout the school day; providing an exciting curriculum in a positive and attractive environment
- provide a pathway at the end of KS4 and the end of post-16 for every young person; preparing them for further learning and life as an adult
- keep parents and carers informed of their child's progress and well-being at school
- use robust evidence and work closely with governors, staff, parents and pupils in evaluating the school's performance and planning our strategic direction
- keep staff informed about school matters; consulting with them about significant changes in school organisation, curriculum and policies

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Welcome

The aim of this handbook is to provide you with the essential information you need for life at Ravenswood. The success of the school is highly dependent on how well you do your job. It is important you keep yourself well informed and aim to do your best at all times.



It is our hope that you will be very happy at Ravenswood. If you need information please do ask and we will do all we can to help. We will make every effort to keep you informed about what is happening in school, within the Local Authority and at national level.

School Day

School is open from 7:30am to 6:00pm; it opens to pupils at 8.50pm. The school day ends at 3:30pm for pupils and they leave by 3:40pm.

Teachers – Directed Time

8.40am-3.40pm daily. Lunch times 12.40-1.35pm.
Tuesday meetings 3.45pm-4.45pm
and Wednesday class teams 3.40pm-4.20pm.

TAs and LSAs

Full-time TAs and LSAs are contracted to work 32.5 hours per week:

8.40am-3.40pm on Mondays
8.50am-4.20pm on Wednesdays
8.50am-3.40pm Tuesdays, Thursdays and Fridays.
9:00am -3:30pm on Training Days

Lunchtime Supervisors

12.40 – 13.40 daily

Children’s Services, Administrative and Premises staff

Full-time – 37 hours per week. Staff who work part-time have individually agreed work plans. All training days.

Staff should only use their personal mobile phones in their free time, unless they have permission from the Headteacher.

Personal mobiles must not be used within the sight or vicinity of pupils.

Never use your mobile for taking photographs on the school site or on educational visits.

Arriving at school

- Park in designated areas, or on the road and keep the gate on footpaths to school closed between 8:40 -15:40
- Access code for the drive- in gate is RESTRICTED information and must not be shared with others.
- Sign in and out at reception each day. This is important as it is our daily fire register.
- Always wear your ID/swipe badge around the school site and **do not** loan it to anyone.

Visitors to school

- All visitors/contractors must report to reception before attending any other part of the school site.
- Visitors with enhanced DBS checks can move around school with low supervision.

- Visitors without enhanced DBS checks must be supervised at all times when pupils are on site.
- There may be occasions when a parent, by order of court or similar, is denied access to a particular child and staff need to be vigilant. If you have any concerns in this area please ask the Safeguarding Lead or Deputy.

Times of the day for pupils

			Primary, KS3 and KS4 Departments	Post 16 Department
Lesson 1	20mins	08:50 - 09:10	Start of day	Start of day
Lesson 2	45mins	09:10 - 09:55	Learning	Learning
Lesson 3	45mins	09:55 - 10:40	Learning	Learning
Assembly	15mins	10:40 - 10:55	Assembly /Time to talk	Break
Break	15mins	10:55 - 11:10	Break	Assembly/Time to talk
Lesson 4	45mins	11:10 - 11:55	Learning	Learning
Lesson 5	45mins	11:55 - 12:40	Learning	Learning
Lunch	40mins	12:40 - 13:10	Lunch	Lunch
Lunch Break	30mins	13:10 - 13:40	Lunch Break	Lunch Break
Lesson 6	45mins	13:40 - 14:25	Learning	Learning
Lesson 7	45mins	14:25 - 15:10	Learning	Learning
Lesson 8	20mins	15:10 - 15:30	End of day	End of day
	10mins	15:30 - 15:40	Supervised to Buses	Supervised to Buses

Investing in You

Our commitment to staff is to:

- Help new staff settle into the school easily and provide an induction programme to help you learn about the job. Newly qualified teachers are registered and supported on the NQT programme.
- Help you continually develop within your job through providing support and guidance.
- Provide you with constructive feedback on your work and how to continue to improve as new school priorities evolve.

Your responsibilities

You are responsible for your personal performance and development. This includes: -

- Prioritising the needs of pupils and keeping them safe at all times
- Knowing what is expected of you, i.e. fulfil your job description
- Follow Guidance for Safer Working Practice for those who work with children and young people in education settings.
- Keeping yourself informed of school policies and procedures
- Making a commitment to the success of the school
- Working co-operatively with colleagues
- Always aiming for your best and being prepared to try and achieve more
- Suggesting ideas for personal, team and school improvement and development
- Sharing any worries or concerns you have with your line manager
- Keeping yourself aware of your health and safety duties and responsibilities



Looking after yourself and your property

We do have pupils who show challenging behaviours, which may include biting. We advise all staff to follow training and guidance be the school and to arrange Hep-B Vaccinations through their GP surgery.

The school is not liable for any damage to the personal property of pupils, staff or visitors. You are advised not to bring valuables in to work. Should your personal property be damaged at work you may be able to claim compensation from your trade union.

Staff Appearance and Dress Code

Staff are role models at all time and therefore should wear clothing which:

- is appropriate to their role, i.e, smart tops and trousers/skirts - jeans and denim are not allowed
- is not likely to be viewed by others as offensive, revealing, or sexually provocative
- Has long sleeves, to minimise the risk of being harmed by pinching/biting
- Does not have hoods/loose parts which can be grabbed, so your clothing cannot be grabbed which may lead you to be pulled over.

Appropriate footwear, needs to be:

- Close fitting
- Substantial
- Non-slip
- Toes covered

Jewellery needs to be discrete – please avoid anything likely to be attractive for children to grab and cause you harm and **avoid facial piercings** apart from discrete earrings.

Shoulder length hair must be fastened back to minimise risk of pupils grabbing.

Protective clothing e.g. shin pads, disposable gloves and aprons are provided.

How do I plan my time?

Ravenswood is a very busy school. There is always something new and exciting going on, a job that needs to be finished or a project to set up. At times the amount of work may seem overwhelming. It is important for you to manage your time effectively and efficiently to ensure that the important jobs are always done.

Here are some tips that may help you to effectively manage your time:

- Know the priorities and deadlines for jobs.
- Don't work at too great a level of detail if it is not required. Is it fit for purpose?
- Keep meetings and agendas focused.
- Limit time spent on 'open-ended discussions' with colleagues and visitors. Be friendly, exchange required information, and move on.
- Share jobs with other members of your team.
- Use pigeonholes or email to communicate non-urgent information.

Leave of absence

If you are unwell please phone **07432 074106** by 7am or as soon as possible. If you leave a text or message on the answer phone, this must be followed by a personal call on the main school number 01275 854134.

If you become unwell or have an emergency to deal with during the school day and need to leave, you must complete Request for Unplanned Absence and hand this to Philippa Clark for permission to leave work.

Please phone the school office before 2.30pm on the working day prior to your return, to confirm you are returning or that you are still unwell, so that appropriate cover can be arranged. Texts are not acceptable.

All requests for leave are considered in relation to our Leave of Absence Policy. All holiday and appointments must be taken when you are not at work

Keeping Children Safe

Follow guidance in Key Information Folder and on staffroom notice board,
Designated Safeguarding Lead is Philippa Clark.
Deputy Designated Safeguarding Lead is Julie Davis.

Keeping Adults Safe - good working practices

It is school policy to follow **Guidance for Safe Working Practice for Adults who work with Children and Young People 2015**. Each member of staff has a personal copy and is required to follow this guidance.

Staff should only use adult toilets and not use pupils' facilities. Staff can only use pupil changing rooms and showers when children are not on site.

Off-site visits to sports centres/swimming pools may require adults to change in the same public facilities as children. This is acceptable; your actions will be open to public scrutiny.

Intimate care for children

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required. To keep them and yourselves safe follow our Intimate Care Policy.

When children are using toilet areas or changing rooms, adults are responsible for supervising these areas. Only one child should be in a toilet cubicle at a time. Changing for PE must be supervised, pupils need guidance and support in presenting themselves well.

Reporting concerns about adult behaviour

If you have a concern regarding an adult's behaviour towards a child in school, this must be reported to the Headteacher or Deputy Headteacher immediately without discussion with anyone else.

If anyone (parent, pupil, visitor or another member of staff) does make an allegation that a member of staff or volunteer has acted inappropriately towards a child, we will follow appropriate procedures as outlined in part 4 of the DfE document: Keeping Children Safe in Education: information for all school and college staff.

Healthy Snacks and Drinks

Guidance to parents/carers is to provide only healthy snacks and packed lunches. No fizzy drinks or sweets or chewing gum. Pupils should be encouraged to drink water regularly and especially at mealtimes and before going out to play to ensure they are properly hydrated. Because of dietary restrictions and allergies it is vitally important that staff and volunteers working with children follow the advice on the pupils' Care Plans /Provision Maps.

"Time to talk" is a planned learning time for pupils to develop good table manners, social language and social skills; their progress needs to be assessed.

Birthday cakes/treats must only be shared at 3.10pm onwards. Staff should be very vigilant at parties, special events and Christmas time to ensure pupils are not eating excessive amounts of sugary/salty foods. High levels of these foods can have adverse effects on some children and **you are responsible** for their well-being..

Positive relationships with parents and carers

We send home a weekly newsletter to parents and carers each Friday. Teachers are responsible for keeping parents informed of their child's learning, wellbeing and behaviour at school. Each pupil has a diary, to be used to send messages home, record homework and keep families informed of activities at school. Teachers can delegate the task of writing messages to class team members.

Messages should be professional, focusing on the positive, what the child has done well.

Please use clear handwriting, accurate spelling and sign each message.

All letters and written reports should be in the **school house-style font (Arial)** and should be checked by a member of the leadership team before being sent.

Whilst calling parents by their first names establishes a friendly atmosphere, it becomes a barrier when we are trying to deal with any complaints they may have therefore **we advise you to use parents' titles and surnames**, this is still friendly but means it is easier to manage situations should they raise a complaint.

Children's Services Team (see staffing structure for details)

The team helps all of us support pupils and their families, providing advice and guidance on:

- Understanding pupils' medical needs
- Whole class behaviour strategies
- Behaviour strategies for individual pupils: CHPs/Risk Assessments
- Multi-agency support and interventions
- Liaising with families
- Children who are Looked After (CLA)
- Any safeguarding/well-being concerns
- Toileting programmes
- Feeding programmes and special diets
- Speech and Language programmes
- Communication through ipads
- Fine motor programmes
- Gross motor programmes
- Functional vision and support
- Functional hearing and support

Children eligible for additional support through pupil premium will have targeted interventions to help them catch up. Interventions include small group work around:

- Behaviour and emotional literacy
- Communication
- Talking Therapies
- Fine motor skills

Multi Agency Professionals

Ravenswood School is fortunate to have other professionals working regularly on site to meet the educational and welfare needs of our pupils. These include:

Occupational Therapists dealing with: <ul style="list-style-type: none">• Posture and daily living• Seating and posture in class• Wheelchair issues that relate to posture• Equipment for independence, e.g. toileting, feeding, bathing, dressing• Fine motor skills	Physiotherapists dealing with: <ul style="list-style-type: none">• Standing frames and walking aids• Footwear, including insoles, splints for legs, feet or ankles• Helmets• Gaiters• Walking and mobility
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<p>Speech and Language Therapists (SALT) dealing with:</p> <ul style="list-style-type: none"> • The development of Communication and Language • Issues relating to speech and speech production • Augmented and Alternative communication aids (AAC) • Issues relating to development of swallowing, eating and drinking 	<p>Complex Needs Nursing Team dealing with:</p> <ul style="list-style-type: none"> • Medications/Care Plans • Diabetes Management • Asthma Management • Epilepsy Management • Anaphylaxis Management
<p>Social care:</p> <ul style="list-style-type: none"> • Social care assessments • Short breaks • Family support • Children Looked After • Benefits • Transitions into adulthood 	<p>Supporting Learning Programmes:</p> <ul style="list-style-type: none"> • Youth Employment Service • Dance Therapy • Advisory Teachers for Hearing Impairment • Advisory Teachers for Visually Impaired • Music Teachers • MAST team(Multi Agency Support Team) • Educational Psychologists • SEN Officers
<p>Children & Adolescent Mental Health Services:</p> <ul style="list-style-type: none"> • Behaviour Management • Toileting • Sleep programmes 	

It is important that class teams communicate effectively with the different professionals and pass all information to the Senior Leadership Team. It will be Senior Leaders who authorise specific programmes. Katie Barnes is to be copied into all emails with the multi agency team and any visits by the team, or meetings with the team are to be scheduled in the school calendar.

Data Protection and Information Sharing

All personal information must be stored in an appropriately well organised, secure and safe environment that avoids inappropriate access by unauthorised people, loss or electronic degradation.

The school ensures that paperwork and electronic files and folders are set up with appropriate permissions so that users can only access the data required by their role.

Classification	Examples	Who can access	Disposal
Unclassified	Information on the school website School Policies Names and photos of governors Terms of Office of governors Attendance of governors at meetings Pecuniary Interests of governors Minutes of the Governor Body Meetings Exam Results Names and photos of staff and volunteers Displays of work Staff minutes Teaching Strategies	The public	
Official Information	Names of pupils	All school staff	Shred

	<p>Photos of pupils</p> <p>Pupils work</p> <p>Sensitive information about pupils' health and social circumstances which is needed to keep a child safe and promote their wellbeing on a daily basis.</p> <p>All school staff governors used to support pupils, including parents and families</p>	<p>Volunteers in classrooms</p> <p>Pupils and their families</p>	
Official Sensitive - staff	<p>Addresses and telephone numbers of staff</p> <p>Dates of birth of staff</p> <p>Employment history and contractual information</p> <p>National Insurance information</p> <p>Medical conditions</p> <p>Accidents at work</p>	<p>Admin team</p> <p>Interview panels</p> <p>Supply cover</p> <p>Supervisor</p> <p>Senior Leadership Team</p>	Shred
Official Sensitive - pupils	<p>Addresses and telephone numbers of pupils</p> <p>Dates of birth of pupils</p> <p>Pupils Assessment Levels</p> <p>Sensitive information relating to pupils which is needed by those working routinely with the child to keep them safe and promote their wellbeing., eg Care Plans/Provision Maps/CHPs/Risk Assessments</p>	<p>Designated class team</p> <p>Teachers</p> <p>Admin team</p> <p>Senior Leadership Team</p> <p>Childrens' Services Team</p>	Shred
Confidential information - pupils	<p>Sensitive Personal information relating to pupils and their families, which does not generally need to be shared.</p>	<p>Designated Safeguarding Lead and Deputy</p> <p>Designated Teacher for Looked After Children and Deputy</p>	<p>Hold Date of birth plus 25 years</p> <p>Shred</p>
Confidential information - staff	<p>Sensitive Personal Information</p>	<p>Senior Leadership team</p> <p>Human Resources</p> <p>Occupational Health</p>	<p>Date of termination of contract plus 7 years</p> <p>Shred</p>

Ensuring Pupils are Calm, Alert and Ready for Learning.

See guidance in Key Information Folder on how we ensure this

- in our teaching
- in our assessment, recording and reporting
- in our behaviour management
- by Creating a Learning Environment for Pupils in the Autistic Spectrum – The Physical Environment

School uniform

Pupils, up to and including Year 11, are expected to wear school uniform at all times, including during school visits. Authorisation from the Headteacher is required for pupils not to wear uniform.

Staff need to check uniform at registration.

- White or burgundy polo shirts,
- Black /grey trousers or skirts,
- Burgundy sweatshirts/fleece jacket (with the school logo). No hoodies.
- Black, low-heeled shoes, which are safe and sensible, no open toes.
- No jewellery apart from studs / sleepers as ear-rings.
- No make-up.

Post 16 pupils have the privilege of not wearing school uniform and may wear make up. They are expected to wear sensible, non-revealing clothing without slogans which may cause offence to others.

Resources for Classroom/Teaching

Teaching resources are the property of the school, including items you make with school materials. All resources are for sharing. Each classroom is stocked with frequently used teaching resources including PCs and Ipads. Resources relating to a specific topic or module can be borrowed from the following areas:

- | | |
|------------------------------|-----------------------|
| - Staff Resource Room | - Art/DT |
| - Library | - Music Room |
| - Science Lab | - Catering Room |
| - PE Store | - Horticulture Store |
| - Primary Resource Cupboards | - ICT Network Manager |

Please return resources to the correct location within each room. School designated software and apps are already loaded onto the PCs and ipads. If you would like further software/apps, please send the link to Mark Senior for his approval.

Printing and photocopying

Pupils and classroom-based staff have access to printers. Colour printing costs 6p a copy and grayscale costs 1p a copy. Most classroom resources can be printed in grayscale. Bulk printing and photocopying should be requested from the office by using the order form in the grey drawers in the staffroom, giving 24 hours notice. We monitor usage and will limit accounts where printing is excessive.

Acceptable Use of Computers

Only adults/pupils who have signed our ICT Acceptable Usage Agreement for Staff/Community Users are authorised to use our computers and Ipads.

Internet access is filtered and usage is monitored by the school and the South West Grid for Learning. Misuse will invoke disciplinary procedures.

E-safety issues regarding a pupil or member of staff should be reported to the DSL or Deputy DSL. Please do not breach our safeguarding policy by first reporting concerns to Andy Pester.

School Laptops

Laptops are provided for teachers so they can work remotely. They are joined to the school wireless network (wireless coverage extends throughout the school) and have software installed for use with the interactive whiteboards. Teacher laptops are configured to automatically synchronise teachers' planning from the school network onto the laptop so it will be available when working from home. Changes made at home are then automatically uploaded to the school network when the teacher logs onto the laptop in school

Network, SIMS and e-mail accounts

Pupils and staff have personal network and email accounts. Staff also have SIMS accounts for marking registers, recording teacher assessments, writing reports and logging contacts with Parents.

Please **check your emails** every day. Staff can access their email from outside school (pupils cannot): Go to the school website and click the link in the footer 'Staff Email' and logon as you would in school. School emails are not confidential and content is monitored.

Filtered sites and YouTube

The school has access to YouTube educational videos. Requests to unfilter websites and youtube videos should be made by email to Andy Pester. Please include a reason for the request and, if the request is for a temporary change, dates and times. The newly unfiltered videos are added to YouTube class or subject playlists which are accessible from a link on the desktop of school curriculum computers or from outside school via a link in the footer of the school website.

Staff are responsible for viewing the video prior to requesting the download. Requests for unfiltering or downloading inappropriate content will be dealt with under the school's safeguarding/disciplinary policies.

Health and Safety

Staff are responsible for their own and others' health and safety whilst on the school site. You need to avoid any behaviour that would put yourselves and others at risk. Here are a few simple things that can be done to make sure Ravenswood maintains a high level of safety:

- Follow all school policies and procedures
- Complete and follow class risk assessments
- Complete and follow risk assessments for all trips
- Complete and follow risk assessments for any activities which include the use of equipment, chemicals or activities that could be a hazard. This is particularly important for science, DT, Art and PE lessons
- Ensure all COSHH related chemicals are stored safely and only used if a risk assessment has been completed
- Make sure all equipment is safely and appropriately stored and heavy objects are not on high shelves
- Use the available kick steps/ work platforms if you need to reach up high
- Report all breakages and damaged equipment in the Caretaker's log book or on Health & Safety forms
- Use hazard signs to mark off any wet floors
- Do not use kettles or glassware in classrooms or rooms with children
- All sharp knives, scissors and tools must be kept locked away and pupils must be supervised when using them
- Know and follow Care Plans / Provision Maps for Children
- Follow CHPs/Risk Assessment for Children
- Report any Health & Safety concerns to the Health & Safety Committee.

Accident Procedures

Our Health Care Assistant helps pupils and staff should they feel unwell or have an accident. The pupil or adult Accident Book should always be completed and parents notified of any injuries to their child via log sheets.

- Paediatric First Aiders (for young children) – Liz Mullane, Chloe Sully, Amy Baker, Tracy Lodge
- First Aiders at Work – Liz Mullane, Tracy Lodge
- One day Paediatric First Aid course – Katie Barnes

Dealing with Bodily Fluids

Please use disposable gloves, aprons and hygiene wipes. If an accident has occurred involving blood or vomit the body fluids spillage kits must be used. These are in yellow boxes and are located in the disabled toilet in the Primary Department and the East Wing also in the Staff Room and Healthcare Room.

Medicines in School

Medicines should be stored in the Health Care room or in the Primary Department locked medicine cupboard and NOT in classrooms. All medication is signed in and out. A second member of staff needs to witness the administering of medications and the records need to be signed and counter signed. When taking pupils on trips the staff team need to ensure they have the correct medications and follow correct protocols.

Admin/ Financial Duties

Financial delegation to budget holders

Mark Senior is the budget holder for classroom resources and has the following responsibilities:

- The authorisation of expenditure up to the amount delegated in the curriculum budget within any single financial year.
- Ensuring that the budget remains in credit at all times, unless a planned overspend has been previously negotiated with the Headteacher

Financial delegation to all staff

- Keep full financial records of all transactions for specified activities (e.g. school visits, enterprise events and charity days).
- Ensure that financial records are logged with the school office.
- The security and good presentation of physical assets located in your work areas and corporate areas.

Petty Cash

Purchases should not be made without a Purchase Order being raised. If this is unavoidable, a VAT receipt (only for the item(s) being claimed), must be obtained from the supplier in order for a reimbursement to be made. Reimbursement of up to £25 can be made by cash or cheque. Amounts over £25 will not be reimbursed, though the member of staff registering as a supplier to the school the money will then be made via a BACs payment.

Registers

Attendance is electronically recorded in SIMS database in each class and should be closed by 9.15am and 1.50pm

Pupil Dinners

These are recorded daily by the class team on the Central Resources Network under 'Dinners'. The file should be saved and closed by 9.15am. Any money must be handed in to a member of staff in the office.

Pupils' files

These are in filing cabinets in the back office. Please make sure you log important communications with parents and other professionals in SIMs.

School Calendar in Outlook

Any class events, meetings, visitors or trips-out must be recorded in the School Outlook Calendar. Rooms and vehicles can also be booked using the Outlook Calendars. To avoid conflicts with bookings always check appointments previously made by others prior to booking a new appointment.

Keys for vehicles and specialist rooms

Access to keys for Rooms and Vehicles is controlled. Short term access is provided upon the user personally signing for and returning the key to the front office. Do not send children to collect keys.

School Mobile Phone

We have 6 mobile phones; these must be taken on all trips out of school. Adults supporting the trip must sign for and return the phone to the front office.

Requests for Minor Works or Repairs

If you require simple maintenance or a small job to be completed such as repairing a notice board please write the request in the Caretaker's Job Log which is located in a drop in the admin corridor outside the staff room.

Allocation of staff

Staff are appointed to the school and not to a specific department, class or age group. At all times we seek to use staff knowledge, experience and skills to promote best learning for pupils and we delegate staff accordingly. At times we may need to re-designate you to work in a different class / area of the school. This would be for the following reasons:

- The school population or the needs of the pupils change
- Colleagues need to gain experience in different parts of the school
- To provide best support possible to pupils

The school seeks to help staff to develop their skills and expertise to do their job well and will support those who have career goals to move along their pathway. Make an appointment to talk through options with the Headteacher.

The Governing Body

Ravenswood School has an active and supportive Governing Body. The Governors are responsible for the strategic direction of the school, setting its aims and objectives, setting policies and targets for achieving objectives, monitoring progress and reviewing plans in the light of progress. Governors regularly visit school to meet pupils and staff and to participate in school activities. There are two members of staff on the Governing Body; Philippa Clark (Headteacher) and Nick Dixon.

Private Business Interests / Sponsorship

Governors and members of staff should not promote business interests through the school. It is possible for allegations concerning a conflict of interests to arise and this can be both embarrassing and distressing. We recognise that everyone has their own personal interests and might be committed to raising money through sponsored activities. We would ask, however, that any requests for sponsorship from colleagues are made sensitively and in a non-judgemental manner.

What to do if...

I am not well enough to come into work	If you are unwell please phone 07432 074106 by 7am or as soon as possible Please phone the school office before 2.30pm on the working day prior to your return, to confirm you are returning or that you are still unwell, so that appropriate cover can be arranged.
I need to go home during the school day	If you become unwell during the school day and need to leave, you must request unplanned absence from Philippa Clark prior to leaving and complete the appropriate request form.
I need leave of absence	All holiday must be taken during school closure time and all medical appointments (apart from hospital appointments) taken out of school hours. All requests for leave are considered in relation to our Leave of Absence Policy.

I want to go on a course	Complete CPD application form and hand to Headteacher.
I want to organise an educational visit.	All visits must have an educational purpose and be carefully planned. Use EVOLVE website to record your plans. Risk assessments must be completed before any visit. All visits must be authorised by Mark Senior. Trips will not be authorised for September, nor the last week before Christmas. We follow “ No-go September ” and use the first weeks in the year to establish good attitudes to behaviour and learning.
I wish to use the minibus	To be used for school purposes only. Drivers must have passed the North Somerset driving test. Check availability on Outlook calendar. N.B. If the tail lift is to be used a suitably trained member of staff must also be included (Charmaine Willcox, Allison Clay).
I wish to use the people carrier	To be used for school purposes only. Drivers must be registered with the school, see Philippa Rowland. Check availability on Outlook calendar.
I want a school dinner	Staff who choose to sit with pupils at lunchtimes are eligible for a school dinner. These meals are not free; they are earned by supporting and guiding pupils at lunchtime. Staff are expected to remain at the table for at least 20 minutes and support pupils in learning good table manners and social skills.
I want to arrange a visitor for a class or assembly	Only authorised visitors are allowed on the school site. Check with Philippa Clark that your visitor can be authorised prior to you making arrangements.

Where to find important items

You have your own Key Information Folder containing:

- Staff Handbook 2017
- Keeping Children Safe in Education (DfE 2016)
- “Guidance for Safer Working Practice for Adults who work with Children and Young People” (DfE 2015)
- Safeguarding Policy
- ICT – Acceptable Usage Policy
- Data Protection and Information Sharing Policy
- How we ensure an Inspirational Learning Community with High Expectations for All

Health Care Room

- Accident Log Book
- Injury reports to inform parents
- Replacement stock for First Aid Boxes and disposable hygiene care
- Administration of Medication Records
- Trip Folders including copies of Care Plans/Provision Maps + CHPs/Risk Assessments

Staff Room – Grey Drawers

- Child Protection – Reporting concerns
- Leave of Absence Request Forms – planned and unplanned
- Behaviour Incident Forms
- Restrictive Physical Intervention Forms
- CPD Application Forms
- Photocopying Request Forms
- Health & Safety Forms

Staff Room –

- Safeguarding Noticeboard
- MAPA Noticeboard
- Health and Safety Duties and Responsibilities
- Guidance: Working at height
- Asbestos survey

Reception Office

- Minibus Log and Keys
- Keys for specialist rooms
- School Mobile Phones
- Educational Visits Paperwork

Back Office

- Pupil Files

School Website

- School policies
- School Calendar
- E-safety advice/information
- Links for remote access to school systems
- Curriculum
- Videos on Sign Language

Classrooms

Planning for Personalised Learning

Files including: -

- Care Plans / Provision Maps
- Statements of SEN or Education Health Care Plans
- Consistent Handling Plans / Risk Assessments
- Class Risk Assessments

Also:

- Learning Targets
- Work Folders
- Progress Folders
- Teaching Strategies Folder

Appendix 1

The School Emergency Response Team (SERT) are the senior leadership team and Andy Pester; they will direct staff during any emergency situations. All teachers are designated Fire Wardens and have responsibility for the safe evacuation of classrooms, supervising pupils to assembly points, taking the registers and reporting any concerns to the lead member of the SERT team.

Fire Evacuation

In the event of a fire it is the first duty of all concerned to prevent injury or loss of life.

For this purpose you should make certain that you are familiar with:

- The positions of fire alarm break glass points.
- The evacuation point for the room you are using at the time.
- The position and correct use of fire extinguishers and hose reels.

IF YOU DISCOVER A FIRE or one is reported to you **SOUND THE ALARM** and isolate the fire by closing doors immediately surrounding the fire situation.

On hearing the alarm (continuous ringing of bell):

1. The Administrative Team phone the emergency services, collect registers and signing-in sheets/books and distribute them to assembly points.
2. The children are escorted via the nearest exit to the fire assembly point. The fire assembly point for the room in which you are working is either Zone 2 or Zone 3; look for the Fire Evacuation Procedure by the exit.
 - Zone 2: Main School playground
 - Zone 3: Primary Front Playground
3. Close any doors behind you as you evacuate the area.
 - Act Quietly
 - Do not push past others
 - Do not stop to collect or return personal belongings
4. Class teams should stay with their pupils and check the class register.
5. Visitors to go to the gazebo assembly point and report to office staff.
6. The Head or Deputy or other senior staff will check with teachers that all pupils are evacuated safely.
7. The Administrative Team will check that all adults (staff and visitors) are evacuated safely.
8. No one must re-enter the building until told by the Headteacher or Senior Leader in charge or Fire Officer that it is safe to do so.

Appendix 2

Emergency School Closure

There are times when the weather is so severe, for example after very heavy snowfall that it is considered the health and safety of pupils and staff is best served by closing the school. Please check the school website, listen to local radio (Radio Bristol: 95.5FM, GWR FM: 96.3, Star FM 107.7) or contact the school office before travelling to work if you suspect the school might have to close.

Heavy Overnight Snow

Staff must contact and speak to the Headteacher or Deputy Headteacher as soon as is practicable if they foresee difficulties in getting to school before the start of the school day.

If there is turnout of 50% or less of the staff, the Headteacher, Deputy Headteacher or most senior member of staff in the school must contact the Chair of Governors to take advice and to inform them of the intention to close the school.

Efforts will be made to contact the parents of any children remaining. If there is no contact then arrangements will be made for those children to spend their time constructively in school.

Every effort will be made to ensure that no child leaves school unless the Headteacher is satisfied that there is proper provision for their care during the day.

Staff will be expected to make reasonable efforts to get to school where they will be able to perform other duties. Staff remaining at home are instructed to report their situation to their Headteacher and then carry out school work from home.

Continuing Severe Weather

When exceptionally severe weather conditions are forecast for the whole authority and the Police are recommending that only essential journeys should be made, the Chief Education Officer may make a decision to close all schools for pupils for the following day. Local radio will be contacted and staff and parents are asked to adhere to any announcements. Updates will be given on the school website and via phone calls from the school office to all parents.

Appendix 3

Teaching Strategies for Children at Ravenswood School

Aspergers

- Task/job lists – pupils know what to do next
- Clear and specific instructions – avoid ambiguity
- Reminders of correct behaviour in different situations
- Using appropriate humour to engage
- Support social skills
- Support through obsessions and anxieties
- Be aware of literal interpretation of language
- Control sensory stimuli – avoid over-stimulation

ASD minimal verbal skills

- PECs
- TEACCH activities, workstations
- Visual symbols/timetables
- Signing support – key words
- Consistency across settings
- Support through obsessions and anxieties
- Develop creative play, thinking
- Develop social skills
- Environment controlled in terms of visual and auditory background
- Implement SALT programmes – use of VOCAs
- Motivators as rewards firstthen.....
- CHPs
- Sensory outlets – time to stim

ASD – with verbal skills

- Social stories
- Reward charts
- Quiet voice, minimal language especially when anxious
- Visual prompts – especially when anxious
- Tick lists of jobs/tasks
- Small groups/paired work
- CHPs
- Structure
- Teach social skills – coping strategies
- Quiet, safe place
- Time to listen to him
- Consistency across settings
- Supporting through obsessions

SEMH

- Seating plan – knowing where they should be
- Responsibilities – coaching others
- Consistency -
- Use language which shows respect for them
- Clear boundaries
- Diffuse situations, ignore the small issues
- Don't highlight their challenges – address quietly
- Support through managing own behaviours
- Time out – and developing self-management.
- Behaviour Charts
- Distract to diffuse and engage
- Be alert to early triggers
- Building self-esteem - they can manage.
- Give choices – and teach them to know consequences of choices.

SLD

- Simple language – sign key words
- Visual timetables/symbols
- Routines and structures
- Structured teaching of social skills, turn-taking, repeating what others say, sharing another's news
- Teach small steps – Task Analysis – break it down and teach the points not achieved
- Backward and forward chaining
- Over-learning of skills – to make them a habit
- Direct teaching of skills to transfer into a new context

MLD

- Opportunities to transfer skills
- Clear responses to behaviour issues.
- Carefully planned paired/group work – who works with who
- Challenge to keep them motivated
- Social development through coaching and buddying others

PD

- Access to building - doors, corridors, clutter free
- Access to rooms – well organised rooms
- Height adjustable furniture
- Seating – posture supports, chairs
- Fine-motor equipment – pencil grips, scissors
- Follow Physio / OT programmes
- Access to ICT – keyboards, icons, mouse, switch control
- Time to stretch
- Time to move around classroom/site
- Risk assess all activities
- Adapt activities so that can engage
- Positive images of others with disabilities

Speech Language Communication Needs

- Make a safe environment to communicate
- Cue/signal that it is their turn
- Time to process and respond – maintain interest in them
- Time to practice SALT programmes
- Apply SALT targets in context of all lessons
- Support communication development – gestures, signing, symbols, Voice Operated Communication Aids
- Plan to teach key language across curriculum
- Consistency between settings is important – same words, signs, symbols at school and home.

Specific Learning Difficulties

- Know the specific difficulties to ensure strategies meet needs
- Reading difficulties - short, positive, intensive sessions, follow very structured programmes
- Opportunities for over-learning
- Writing difficulties – use stencils, writing in air, sand, sandpaper letters

Visual Impairment

- Position student so they can see and hear you
- Good lighting, glare free
- Clutter free rooms and leave them consistent – everything in its place
- Follow advice of VI advisory teacher – resource
- Paper with guidelines
- Personal copy of information presented on board
- High quality presentation of texts, pictures, photos and worksheets – highlight key areas
- Background colours, coloured overlays – as advised
- Clear appropriate texts – font sizes -
- Modifications for exams
- Modify ICT access – keyboards,
- Change activities/rest breaks to avoid eye-strain
- Mobility programmes – allow time to practice
- Risk assess all physical activities and those using equipment

Hearing Impairment

- Speak clearly not loudly
- Position yourself so they can see your face
- Visual cues, (signing) to support language
- Follow advice from HI advisory teacher
- Background noises to be kept minimum
- Cue/signal attention before directing or instructing
- Don't assume they understand because they nod
- Clear simple instructions
- Develop awareness of deaf community/cultures
- Risk assessments – fire alarms, traffic
- Acoustic environment – minimise reverberation