

Ravenswood School

Dream Achieve Believe



Staff Handbook

2023- 2024

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 for all pupils to leave school safe, happy and prepared for their next stage.

The school will:

- 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 and the staff code of conduct that 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 3:20pm for pupils. Pupils can begin transitioning to the buses from 3.10pm.

Teachers – Directed Time

8.40am-3.40pm daily. Lunch times 12.40-1.35pm.
Tuesday meetings 3.40pm-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

All staff have individually agreed work plans. All training days.

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

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

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 -15:30
- 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.
- If you lose your badge you will be charged £10 replacement fee.

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 with a green lanyard.

- Visitors without enhanced DBS checks must be supervised at all times when pupils are on site and wear a red lanyard.
- 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.

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 | Start of day |
| Lesson 2 | 20mins | 09:10 - 09:30 | Phonics | Phonics | Phonics |
| Lesson 3 | 40mins | 09:30 - 10:10 | Learning | Learning | Learning |
| Lesson 4 | 40mins | 10.10 – 10.50 | Learning | Learning | Learning |
| Assembly | 15mins | 10:50 – 11.05 | Assembly /Time to talk | Assembly /Time to talk | Break |
| Break | 15mins | 11.05 - 11:20 | Break | Break | Assembly/Time to talk |
| Lesson 5 | 40mins | 11:20 - 12.00 | Learning | Learning | Learning |
| Lesson 6 | 40mins | 12.00 - 12:40 | Learning | Learning | Learning |
| Lunch | 30mins | 12:40 - 13:10 | Lunch 12.30-1 | Lunch Break | Lunch |
| Lunch Break | 30mins | 13:10 - 13:35 | 1.05- 1.35 Lunch Break | Lunch | Lunch Break |
| Lesson 7 | 15mins | 13:35 – 13:50 | Maths Challenge | Maths Challenge | Maths Challenge |
| Lesson 8 | 40mins | 13:50 - 14:30 | Learning | Learning | Learning |
| Lesson 9 | 40mins | 14:30 - 15:10 | Learning | Learning | Learning |
| Lesson 10 | 10 mins | 15:10 – 15.20 | End of day Supervised to Buses | End of day Supervised to Buses | End of day 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. Early Career Teachers are registered and supported on the ECT two-year programme through the Education Development Trust.
- Straight To Teaching trainees will be provided with a mentor for support through the 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
- Keeping yourself aware of your health and safety duties and responsibilities
- 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



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.
- Dresses/ skirts/ shorts should be just above the knee or longer, if you are wearing anything shorter than this please ensure that you have some longer cycle shorts or similar on to ensure that you are covered.
- Straps on tops should be wider than 1 inch.

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.

Long hair should be fastened back to minimise risk of pupils grabbing.

Protective clothing e.g. shin pads, disposable gloves and aprons are provided. Staff have the option to purchase staff uniform from the School Secretary if they would like to wear that.

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 Mark Senior, or Katie Barnes in his absence 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. If you are signed off by your GP, we would expect a call at 2.30pm the day before your note expires to know when you are returning to work.

All requests for leave are considered in relation to our Leave of Absence Policy. Evidence must be provided of the appointment in the form of doctor's letter or appointment card. All holiday and appointments must be taken when you are not at work

Keeping Children Safe

Safeguarding concerns should be reported via CPOMs.

Follow guidance in Key Information Folder and on staffroom notice board

Designated Safeguarding Lead is Mark Senior.

Deputy Designated Safeguarding Lead is Katie Barnes (Deputy Head), Cheri Frost (Acting Deputy Head), Family Support Worker -Carla Dymond/ Georgia McNulty (Acting Family Support Workers).

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 2022**. Each member of staff has access to 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 adults should change in a cubicle away from pupils.

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 structured learning time for pupils to develop good table manners, social language and social skills.

Birthday cakes/treats must only be shared at 3pm 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. Most families use the Seesaw App, this is used to send daily messages/ photos of pupil's home, record homework and keep families informed of activities at school. Teachers can delegate the task of sending messages to Learning Support Assistants. **Messages should be professional, focusing on the positive, what the child has done well.**

Please ensure all messages read well and are accurately spelt. Those families who are unable to use the Seesaw app should be regularly communicated to through emails, phone calls or notes home.

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 and managing 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) and Post Looked After (PLAA)
- 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
- Careers information, advice and guidance 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
- Social and play skills
- Fine and gross motor skills

Some pupils may have 1:1 work through:

- Play therapy
- Drawing and talking therapy

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:

| | |
|--|--|
| <p>Occupational Therapists dealing with:</p> <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 | <p>Physiotherapists dealing with:</p> <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 |
| <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 Professionals dealing with:</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"> • Dance Therapy • Music Therapy • Advisory Teachers for Hearing Impairment • Advisory Teachers for Visually Impaired • Music Teachers • Play Therapy • Educational Psychologists • SEN Officers • Private therapists • Travel training |
| <p>Children & Adolescent Mental Health Services dealing with:</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. The Assistant Headteacher 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

A copy of Privacy Notices for staff are provided in your class Key Information Folder.

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.

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 on school trips. 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 earrings.
- No make-up.

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

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 SIMS by 9.15am. School dinners are mostly paid for using ParentPay but any cash payments must be handed in to a member of staff in the office.

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 Room |
| - Library | - Creative Arts Room (Instruments) |
| - Science Lab | - Catering Room |
| - PE Store | - Horticulture Store |
| - Primary Resource Cupboards | - ICT Network Manager |
| - Pond Place | - Playground sheds |
| - History and Geography resources/ English texts (DHT office) | |

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 the Deputy Headteacher for their 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 greyscale. 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 DSLs. 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 can access school online resources through a VPN or via synced folders. Teachers can also access various documents through 'One Drive'.

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. Staff logins allow for access to YouTube. Pupils should not be given unsupervised access.

Staff are responsible for viewing the video prior sharing and also be mindful of any inappropriate adverts or suggested videos. Requests for downloading or sharing 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, risk assessments must be included in lesson plans.
- Ensure all COSSH related chemicals are stored safely and only used if a risk assessment has been completed
- Do not bring in electrical items from home; unless you can evidence they have been PAT tested
- Do not bring in any cleaning material/liquids from home which need COSSH records.
- 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 logbook or email Health & Safety Committee
- Use hazard signs to mark off any wet floors
- Do not use kettles or glassware in classrooms or rooms with children unless alongside a risk assessment for learning purposes.
- 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

Keeping Safe in the Classroom – Risk Assessment Summary

Room No:

| Dangers that could occur in this room: The HAZARDS | | What is done to minimise risk of harm? The CONTROL MEASURES | | Resulting risk <table border="1"> <tr><td>1</td><td>High</td></tr> <tr><td>2</td><td>Med</td></tr> <tr><td>3</td><td>Low</td></tr> </table> | 1 | High | 2 | Med | 3 | Low |
|---|--|---|--|--|---|------|---|-----|---|-----|
| 1 | High | | | | | | | | | |
| 2 | Med | | | | | | | | | |
| 3 | Low | | | | | | | | | |
|  | Stranger entering room |  | Identity badge required to open door | 3 | | | | | | |
|  | Fire |     | Signage: The Fire Action Notice tells you what to do Fire alarm: A call point allows you to sound the alarm in an emergency Means of escape: An alternative (fire) exit is provided Fire fighting equipment: A fire blanket / fire extinguisher is provided | 3 | | | | | | |
|  | Electric shock |  | All electrical equipment is PAT tested for safety every year | 3 | | | | | | |
|  | Danger to health and the environment from liquids and substances used in this room |  No COSHH | All liquids in this room are safe to use | 3 | | | | | | |
|  | Falling whilst trying to access high-level storage |  | Use a kick step | 3 | | | | | | |
|  | Falling from windows. Walking into open windows. Not being able to open windows for ventilation. |  | All windows are fitted with restrictors | 3 | | | | | | |
|  | Injury from broken furniture, tables, chairs etc |  | Report breakages on a Hazard Reporting Form | 3 | | | | | | |
|  | Fingers trapped in doors |  | Finger guards are fitted | 3 | | | | | | |
|  | Entanglement with blind cords leading to strangulation |  | Blind cord retainers are fitted | 3 | | | | | | |
|  | Noise, leading to high anxieties for some pupils |  | Ear defenders to be used | 3 | | | | | | |

Accident Procedures

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

- Paediatric First Aiders (for young children) – Liz Mullane, Tracy Lodge, Maddison Rudge and Miranda Burn
- First Aiders at Work – Liz Mullane, Tracy Lodge
- Youth Mental Health First Aider – Katie Barnes

Dealing with Bodily Fluids

We follow Gov.uk Health Protection in Schools guidance: All spillages of blood, faeces, saliva and vomit should be cleaned up immediately, wearing personal protective equipment. Clean spillages using a product which combines detergent and disinfectant, and ensure it is effective against both bacteria and viruses. Always follow the manufacturer's instructions, use disposable paper towels or cloths to clean up blood and bodily fluid spills, and dispose of after use.

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. Please note there are a small number of emergency medications e.g. inhalers, EpiPen's, VNS which must be kept in a closed bag with the staff member working with the child at all times. This will be outlined in pupil's care plans.

Admin/ Financial Duties

Financial delegation to budget holders

The Deputy Headteacher 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)
- The security and good presentation of physical assets located in your work areas and corporate areas.
- Ensure you have the correct financial forms to complete and understand procedures
- Keep detailed records of financial transactions around Enterprise projects and Charity events.

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 be reimbursed, though the member of staff registering as a supplier to the school the money will then be made via a BACs payment.

Pupils' files

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

School (Protected) 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 do not send children.

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 back admin office.

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; Mark Senior (Headteacher) and Isobel Osborne.

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...

| | |
|---|---|
| <p>I am not well enough to come into work</p> | <p>If you are unwell, please phone 07432 074106 by 7am or as soon as possible</p> <p>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.</p> |
| <p>I need to go home during the school day</p> <p>I need leave of absence</p> | <p>If you become unwell during the school day and need to leave, you must request unplanned absence from Mark Senior or Deputy Headteacher in his absence prior to leaving and complete the appropriate request form.</p> <p>All holiday must be taken during school closure time and all medical appointments (apart from hospital appointments) taken out of school hours.</p> <p>All requests for leave are considered in relation to our Leave of Absence Policy.</p> |
| <p>I want to go on a course</p> | <p>Complete CPD application form and hand to Headteacher.</p> |
| <p>I want to organise an educational visit.</p> | <p>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 Katie Barnes (23-24- by Polli Bravery) 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.</p> |
| <p>I wish to use the minibus</p> | <p>To be used for school purposes only. Drivers must have passed the MIDAA driving test. Check availability on Outlook calendar.</p> <p>N.B. If the tail lift is to be used a suitably trained member of staff must also be included.</p> |
| <p>I wish to use the people carrier</p> | <p>To be used for school purposes only. Drivers must be registered with the school, see Philippa Rowland. Check availability on Outlook calendar.</p> |
| <p>I want a school dinner</p> | <p>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. Meals should be booked when signing in on arrival.</p> |
| <p>I want to arrange a visitor for a class</p> | <p>Only authorised visitors are allowed on the school site. Check with Mark Senior that your visitor can be authorised prior to you making arrangements.</p> |
| <p>I have a safeguarding concern</p> | <p>Report as soon as possible on CPOMs to the Designated Safeguarding Team. Ensure reports are as factual as possible and reported in a timely way. If a child is in immediate danger seek guidance from DSL team/ act immediately.</p> |
| <p>I have data protection concern</p> | <p>Report as soon as possible to the Data Protection Officer, Steph Eldred, and record on GDPRis. Provide as much factual evidence as possible.</p> |

Where to find important items

You have access to Key Information Folder containing:

- Staff Handbook 2023-24
- Keeping Children Safe in Education (DfE 2023)
- Safeguarding Policy
- "Guidance for Safer Working Practice for Adults who work with Children and Young People" (DfE 2022)
- Intimate Care Policy
- Visitors to School Policy
- Privacy Notice to staff
- Disciplinary Policy and Procedure (Appendix 1)
- SEN Information Report 2022
- ICT – Acceptable Usage Policy
- How we ensure an Inspirational Learning Community with High Expectations for All

These documents are available in the staffroom in the Staff Information Folder, on our website & saved in Central Resources.

Reception Office

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

SLT support Office

- Pupil Files

School Website

- School policies
- School Calendar
- E-safety advice/information
- Links for remote access to school systems/school email
- Curriculum
- Videos on Makaton
- Access to CPOMs, GDPRis and Behaviour Watch

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

Classrooms

Planning for Personalised Learning
Files including: -

- Care Plans / Provision Maps
- 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 (SLT), Toby Willis (Chair of Governors), Tracy Lodge, Lee Cashman, Kevin Llewelyn and Liz Mullane 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 points 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 your emails, the school Facebook page, Ravenswood 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/ Local Authority may decide 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, school Facebook page and via phone calls from the school office to all parents.

Appendix 3

Teaching Strategies for Children at Ravenswood School

Asperger's Syndrome

- 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

Social Emotional and Mental Health

- 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.

Autistic Spectrum Disorder- 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 first then.....
- CHPs
- Sensory outlets – time to stim

Severe Learning Disability

- 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

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

Moderate Learning Disability

- 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