



The Canadian International School

Learning to Understand

Staff Handbook

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At the Canadian International School, we believe...

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

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

Specific features of the Canadian International School

Canadian International School is a creative school

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

Our shared responsibilities

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

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

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

- - Work in partnership with parents and guardians, and the wider family
- - Work in collaboration with therapists/Nurses and other professionals.
- - Ensure that all our learners have opportunities to learn and enjoy the wider community.
- - Be inclusive in our practice

- - Be outward looking in our vision and approach.
- - Be positive and optimistic
- - Give of our best at all times
- - Recognize that everyone is a learner and that every experience is a learning opportunity
- - Empower each learner to achieve fulfilled futures.

Our Curriculum

The Canadian International School delivers a high-quality curriculum. Being a Cambridge Associate School, we deliver IGCSE's to grade 9-10 as well as A-levels to our students from grade 11. The curriculum given is of the highest standard and is recognized on both the national and international scale.

Working at Canadian International School - Guidance for staff

Each young person at CIS is:

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

Each learner needs adults who understand them and are able provide the care and support they need. The majority of young people will make physical and emotional demands that can, on occasions, feel relentless and overwhelming.

Each learner needs adults who are: - resilient
- understanding- emphatic - generous - forgiving

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

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

- speak through their actions, demonstrating the habits, behaviour, expected of all.

- show tolerance and emotional resilience to and for one another - help one another

- listen to people's ideas and perspectives

- try and see situations from the other person's perspective

- treat every colleague with the dignity and respect as we would want to be treated - express our views at the right time and in the right place
- remain calm in stressful situations and accept this as the norm.

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

Organization of the school day / week

- From 7.45 am learners arrive and the school day begins.
- Learning support assistants greet learners and ensure they are safely assisted to their classes.
- All learners must arrive in school by 8.am.
- .
- Learners eat in the cafeteria or in the playground
- Primary learners have recess for 25 minutes from 8.55.am.- 9.20.a.m
- High school students have a break from 9.45.a.m - 10.10.a.m
- Staff have a 45-minute lunch break between 11.50.a.m-12.30p.m(elementary) and 12.40p.m-1. 20p.m
- Afternoon school begins at 1.30pm.
- Afternoon lessons finish at 3.05pm.
- Teachers and assistants must ensure that learners are taken to their home/school transport or parent.
- Learners access home/school transport from 3.00pm.
- All learners should have safely left the school site by 3.20pm.
- Teacher meetings are held on Monday

An A-Z of Information

ABSENCE - LEARNERS

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

- - Notify the school by telephone or email
admin@canadianis.org as soon as possible before the start of
the school day with the reason
- - Inform their home / school transport provider
- - Give the expected return date.
- - Provide, on request, evidence of offsite appointments - such as a hospital or dentist appointment letter/card.

The school will:

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

ABSENCE - INFORMING SCHOOL - STAFF

Due to the physical and emotional needs of the learners at CIS a high priority is placed on ensuring that staff are covered when absent. so, it is

ABSENCE PROCEDURES – STAFF

Being sick on a Friday and the following Monday would count as 4 days.

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

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

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

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

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

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

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

BEHAVIOUR SUPPORT

Behaviour must be managed with sensitivity and professionalism. Staff should constantly re-examine and reflect upon their own values, attitudes, behaviour 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. learner behaviour, support and management plans, to help maintain positive behaviour and discourage unwanted behaviour when it occurs. Staff should be familiar with the behaviour Support Policy, a copy of which is available in the office and on the school website.

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

Staff are supported in meeting the emotional needs of our learners through training, coaching and specific guidance. In addition, a “debrief” team of staff offer the opportunity to talk through issues, let off steam and discuss next steps

TRANSPORT

The school has 14 vehicles for transporting students and staff to and from school.

CAR PARKING

The school has limited off road car parking. All vehicles are parked at the owner's risk and the school will not be liable for any damaged caused to vehicles using this area. Ensure the school office has current car registration details.

CHEWING GUM

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

CHILD PROTECTION/SAFEGUARDING

If you have any concerns about child protection/safeguarding, please talk to the Designated Safeguarding Lead Person (DSP) Ahmad Chourbaji.

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

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

COMMUNICATION BETWEEN SCHOOL STAFF & NURSING TEAM

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

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

CONTROL OF INFECTION

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

CURRICULUM

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

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

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

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

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

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

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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 guardians.

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

DATA PROTECTION

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

- - When using computers, staff must ensure that confidential material cannot be read by an unauthorized person.
- - Confidential material must be saved on the school's hard drives not individual / personal computers.
- - Delete files that are no longer of use

- - Take all reasonable precautions to ensure that memory sticks cannot be lost
- - Computers must be logged off at the end of use to prevent unauthorized access.
- - Photos / images of learners must not be used on social media

DEBRIEF TEAM

At CIS it is recognized that staff need the opportunity to talk through issues, let off steam and discuss next steps. Our debrief team of staff offer this important service. The members of this team are: Louay Khatib; Ahmad Chourbaji, Reem Jain

DRESS CODE

Clothing worn for school should be clean, tidy and appropriate, and suitable for the activities being undertaken. A nose stud is unacceptable along with facial piercings such as nose, eyebrow & lip piercings should be removed or covered for hygiene purposes when working with food. Similarly, clothing and other jewelry which could present a health and safety hazard to the wearer or to others should not be worn.

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

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

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

E-SAFETY

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

ELECTRICAL SAFETY

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

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

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

EQUALITY

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

FACEBOOK

The school has a public Facebook Page - search for:
'Canadian International School' CanadianISerbil

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

FIRE PROCEDURES

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

In the event of an alarm, please assist your learners to evacuate; do not stop to collect personal possessions. The Head or Deputy Head teachers will give permission for learners and staff to re-enter the building. The

school has a Fire Safety Risk Assessment, which is available in the school office.

There will be a fire drill at least once a term, which is recorded by the supervisor. Testing of the alarm bells is undertaken on a regular basis. There are 3 alarm bells at CIS.

FIRST AID

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

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

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

FOOD ALLERGIES

Parents are required to inform the school of any possible allergies prior to registration.

HEALTH & SAFETY

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

Each member of staff has a responsibility for drawing the Head teacher's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence. All staff have some health & safety responsibility

and will be expected to have knowledge on what to do if an accident or incident occurs, know the fire and first aid procedures and understand the basics of infection control and manual handling.

Urgent matters relating to health and safety should be raised immediately with the Head or member of the administration...

HOMEWORK / HOME LEARNING

Homework is set for those learners who are able to benefit from it. The wishes of parents / guardians are an important consideration. In addition, learning objectives and strategies are shared at consultation meetings to assist parents and guardians support learning at home.

ILLNESS (LEARNERS)

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

ILLNESS (STAFF)

If a member of staff feels ill during the day, they should inform a colleague. If they are not able to continue working.

LINKS WITH PARENTS

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

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

LUNCHES - STAFF

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

Adults can only order a full meal. During a full day off site trip Learning Support

MOBILE PHONES

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

The following guidance must be followed:

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

Mobile phones may, on occasions be used to maintain contact, particularly when a group is off site.

MOVING & HANDLING

Staff are required to handle and move equipment and some of our learners many times a day

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

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

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

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

The following general guidance should also be adhered to:

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

MEDICATION

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

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

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

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

PERSONAL INJURY

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

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

In the event of someone being bitten, and the skin broken, the person must seek treatment from appropriate medical facilities (A&E/ GP) immediately.

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.

PLAY

Play offers opportunities for every child to learn, form relationships and have fun...

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

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

PLAYGROUND SUPERVISION

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

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

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

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

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

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

REPORTING / RECORDING ACCIDENTS TO STAFF

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

REPORTING / RECORDING ACCIDENTS / INCIDENTS TO LEARNERS

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

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

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

REPORTING / RECORDING ACCIDENTS / INCIDENTS TO ADULTS

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

NOTIFYING THE LOCAL AUTHORITY AND HEALTH AND SAFETY EXECUTIVE

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

RESOLVING ISSUES BETWEEN COLLEAGUES

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

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

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

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

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

SAFETY DURING CURRICULUM ACTIVITIES

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

SAFETY OUT OF SCHOOL

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

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

SAFETY RULES FOR STAFF WHEN WORKING WITH LEARNERS

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

SCHOOL MEALS & LUNCHTIME ARRANGEMENTS

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

SCHOOL RESOURCES

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

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

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

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

SEVERE WEATHER CONDITIONS

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

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

The Headteacher is responsible for the decision as to whether the school should close due to severe weather conditions. This decision is made in consultation with members of the Leadership and site team. In the event

of a closure the Head must inform the Chair of Governors and Local Authority (LA). The decision to close the school will be communicated via:

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

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

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

sed in school, including the staff room.

SPEECH & LANGUAGE THERAPY

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

TATTOOS

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

Use of the Internet

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

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

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

VACCINATIONS

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

VISITORS

The school welcomes visitors. Every visitor is required to sign in when they arrive at school, wear a visitor badge at all times and sign out when they leave the premises. They will also be given information regarding emergency procedures. Members of staff should inform the secretaries if they are expecting visitors and write details in the school diary.

VOLUNTEERS

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

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

WORK EXPERIENCE PLACEMENTS AND VOLUNTEERS

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

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

The following guidance must be adhered to:

- Students, Work Experience Placements and Volunteers are not to engage in

intimate care routines with the learners.

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