



A Specialist School for 'Communication & Interaction'

Staff Handbook

(Updated Jan 2022)

Fiveways School adopts a rigorous approach and is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



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Introduction

This handbook has been compiled to serve as a source of reference on current practices and procedures for all staff and to assist new members of staff when they join the school. It should be noted that this document refers to various school policies, which you should be familiar with. These are located in the main administrative office and electronic copies are available on the school website www.fivewayschool.co.uk.

The Governing Body

The Governors meet at least termly with additional sub-committee (Finance and Premises / Staffing/Curriculum/School Improvement Group and Pay Sub) meetings to manage different aspects of their business. A schedule of their meeting dates is published at the beginning of the year and displayed on the staff notice board.

Chairman /	
Co-opted Governor	Mr M. Gulliver (2018-2022)
Headteacher (ex-officio)	Mr S. Nowakiewicz (appt 2021)
Co-opted Governor	Mr N. Downton (2018-2022)
Co-opted Governor	Mr C. Greaves (2019-2023)
Parent Governor	Mrs R. Cooke(2021-2025)
Co-opted Governor	Mrs J. Slade (2020-2024)
Co-opted Governor	Mrs T. Richards (2020-2024)
Staff Governor	Mrs S. Ensor (2019-2023)
LEA Appointment	Vacancy)
Parent Governor	Mrs Z. Costello (2021-2025)
Co-opted Governor	Vacancy
Co-opted Governor	Mrs V. Stewart (2021-2025)

Clerk to the Governors: Sandy Carter (via the school)
Chairman: Malcolm Gulliver (via the school)

Safeguarding

Fiveways School adopts a rigorous approach and is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It doesn't matter if you are a member of the community, a paid member of staff or a volunteer, you have a responsibility to act if you are worried about a child. If you are concerned about any aspect of Safeguarding or Health & Safety whilst you are with us, please report your concerns to the school office. The concerns that you have make up part of a bigger picture which could help prevent harm to a young person. Giving families help at an early age can prevent abuse or neglect. Never keep concerns about a young person to yourself.

Who should I talk to if I have concerns about a young person?

Designated Safeguarding Lead (DSL):

Swavek Nowakiewicz - Head teacher.

Deputy Designated Safeguarding Leads (DDSL):

Samantha Ensor - Deputy Headteacher, Chloe Baker - Safeguarding Officer

Paula Parkes - School Nurse and James Holgate - Assistant Headteacher.

Aims of the School



- To create a happy and secure learning environment rich in stimulation and challenge.
- To ensure all members of the school community can grow in self esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs.
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, giving them more control over their lives.
- Preparation for adulthood – to learn and consolidate the skills needed to become independent in preparation for adulthood.





Specialist and Personalised Training Service (SPTS)

Fiveways School was delighted to be the lead school for SPTS alliance and was successfully designated as one of the first Teaching Schools in 2011.

The aim of SPTS is to lead and promote school-centred professional development and training, sharing best practice and delivering high-quality support for schools and those who work in them.

Key areas of work include:

- Initial Teacher Training: School Direct programme for primary and special educational needs preparing new teachers to confidently and competently meet the needs of all pupils.
- Continuing Professional Development (CPD) and Leadership.
- School to School support.

The ultimate goal for SPTS is to bring real benefits and improved outcomes for ALL pupils within our schools.

If you would like more information about SPTS, its work and training opportunities please look on the website <http://www.somersetpts.co.uk/>

The Teaching School Officer provides administrative, financial and organisational support for SPTS.

School Development Planning

The School Development Plan (SDP) is an important document that is important for you to be familiar with. It represents an agreement about our key focuses over the forthcoming financial year. It should be read in conjunction with the 3 year strategic plan. In the Spring Term we gather everyone's views about what they think and put it all together for the following year.

Each section of the SDP clearly identifies a target and the 'success criteria' which indicates its completion or not. Progress and achievement on targets is monitored by a special sub-committee of the Governors called the 'School Improvement Group'.

The main themes of the SDP are displayed on a dedicated notice board in the staff room. It is **very important** that all staff are aware of the content of the plan.

Key School Policies

Allegations Management Policy and Procedure	Assessment, Recording and Reporting Policy
Attendance Policy	Behaviour Policy and Statement
Capability Procedures for Teachers and Support Staff	Critical Incident Contingency and Business Continuity Plan
Data Protection Policy	Online Safety Policy and AUP
Finance Policy (incorporating Lettings and Charging Policies)	Health and Safety Policy
Inclusion Policy	Keeping Safe Policy - Fiveways School Child and Adult Protection & Safeguarding Policy
Off-site Visits Policy	Parental Grievance and Complaints Policy
Parents Policy	Pay Policy
Payment of Governor Allowances	SEN Policy
Sex and Relationships Education Policy	Equality and Respect Policy and Update
Staff Absence Management Policy	Staff Code of Conduct
Staff Grievance and Complaints Policy	Staffing Structure
Supporting Pupils with Medical Needs Policy incl Toilet and Handwashing Policies	Teacher Appraisal Policy
Teaching and Learning Policy	Whistle Blowing Policy

A **copy** of every policy is available for you in the **Admin Office** and most are on the **School Website**

The Curriculum

"What does a good life look like for me now and in the future?"

The curriculum forms the basis for the learning experiences our pupils enjoy during their time at Fiveways School. The focus is on promoting a good life, learning to learn, preparing for life beyond school, transitions and into adulthood. Our curriculum ensures pupils receive experiences and opportunities to develop their knowledge, acquire new skills and attributes in ways that ensure learning is relevant. The curriculum promotes

pupils' holistic development through inclusion of functional and subject specific skills and knowledge in a range of practical contexts.

Pupils work within the pre key stage standards, both subject specific and non subject specific so our curriculum goes beyond the required elements of the National Curriculum, its strategies and frameworks. It is bespoke and personalised to the individual strengths and needs of pupils. The curriculum is founded on the principle that pupils who have severe, profound and multiple learning disabilities have different, not only delayed, needs and therefore require a different approach to the curriculum.

The school Curriculum Policy and Framework documents give an overview of the curriculum, subject areas and the progressive focus on preparation for adulthood. Curriculum subject area documents provide more detailed curriculum content for each of our subject areas and approaches enabling access to the curriculum. Copies are stored within 'P' directory – Teachers folder.

Opportunities for sequences of repetition and practice in a range of contexts are essential as pupils often have difficulties in maintaining, generalising and applying learning in different contexts. Our curriculum includes a focus on developing and sustaining good physical and emotional wellbeing so pupils are as healthy as possible to participate in school and beyond. Participation in first hand and sensory curriculum activities helps them make meaningful sense of the world. It also enhances pupils' confidence, self-esteem and enables them to recognise, celebrate and feel pride in their achievements.

All staff have a responsibility, collectively and individually, for high quality delivery of our curriculum where the individual learning needs of pupils are met and the focus is on our school principle statement "What does a good life look like for me now and in the future?" A high quality, frequent CPD programme is provided for all staff to ensure secure subject knowledge and skills plus ongoing reflection, shared vision and understanding.

Assessment Recording and Reporting

Assessment is used to acknowledge and celebrate pupils' achievements and progress, no matter how small or how long it takes. It is in a form that is useful and meaningful to reflect highly personalised learning and enables teachers to effectively plan future Personalised Learning Goals (PLGs) and curriculum experiences. Assessment must "measure what is important" so is focused on our specialist curriculum areas related to the specific strengths and needs of pupils with severe, profound and multiple learning disabilities (SPMLD). Recording and reporting are carried out in ways that enable us to identify and share progress, strengths and needs, specifically focused on these PLGs, for a range of purposes and audiences. Evidence for Learning App is the tool used for capturing and recording evidence.

Two main forms of assessment are used:

'Summative' assessment is carried out at fixed points in the school year in order to assess pupil progress for both PLGs and statutory requirements. Statutory assessment requirements for each key stage are published by the DfE and the school complies with all these requirements.

- Pre-Key Stage Standards: For pupils engaged in subject specific learning
- Engagement Model: For pupils not yet engaged in subject specific learning
- EYFS profile: For pupils in the Early Years

'Formative' assessment is in the form of ongoing observations and evaluations during the school day and reflective termly pupil progress meetings. This formative assessment identifies progress, gaps and misconceptions for PLGs both in the moment and over time, making teaching and next steps planning more responsive and effective. Quantitative data and single numbers do not adequately describe the progress of pupils with SPMLD so our model predominantly uses qualitative data and narrative to gain a holistic and meaningful picture of pupil progress.

Our internal school assessment model tracks progress against PLGs through:

- Prompt Codes: Levels of prompt required to achieve.
- Continuum of Achievement Scale (CAS): A scale identifying skills and concepts as emerging, developing embedding secure/maintained and generalised.
- Level of Engagement: 5 areas of exploration, realisation, anticipation, persistence and initiation. These are non-linear and may apply in combination.

Pupil progress is formally reviewed each term through pupil progress meetings and scrutiny/moderation of evidence of learning. These activities provide opportunity for analysis of evidence and data to celebrate, challenge and support the assessment and progress of pupils. They identify priorities for next steps planning and those pupils who may need additional support or alternative strategies.

Fiveways reporting happens in a number of informal and formal ways outlined in the Assessment, Recording and Reporting policy and each year pupils receive a Learning Journal or Record of Achievement and Experience.

Inclusion

"We believe that all aspects of Fiveways School life should be inclusive, recognising all pupils as individuals with individual needs.

We will provide inclusive experiences that are meaningful to each pupil and recognise varying learning style and abilities to enable all our pupils to be valued members of the community"

Inclusion Mission statement by Fiveways School Staff and Governors

Fiveways School is proud to be a fully inclusive setting where the diversity of all our school members is recognised and valued. We actively seek to remove barriers to learning and participation that hinder or exclude individuals or groups. This means that equality of opportunity needs to be a reality for all our pupils and students.

We help make this happen by operating five different models of inclusion within our Inclusion Programme:

- a) Full inclusion of Fiveways School pupils with PMLD and complex needs within mixed ability classes.
- b) Pupils from Fiveways School have opportunities to access local schools, colleges and workplaces to learn and socialise in mainstream, specialist and workplace settings.
- c) Pupils from local schools and colleges have opportunities to access Fiveways School resources and to join our classes on weekly, part time placements.
- d) Regular shared activities with pupils and students from mainstream or other

- specialist schools and colleges.
e) Inclusion within the local community.

(For further information, please see the 'A Guide To Inclusive Practice at Fiveways School' flyer – copies available from the office).

Outreach Service

As a forward looking special school, we endeavour to promote inclusion opportunities for all pupils with SEND within their local communities. To this end, we have established an outreach support team and are keen to share our expertise and offer support through specialist training, professional development and opportunities for us to work alongside pupils and staff in mainstream schools.

As a service we are committed to working together with schools to increase their confidence, skills and knowledge of appropriate strategies and resources to enable them to effectively support and fully include pupils with SEND within their own settings.

Our service offers local schools a range of SEND support and opportunities for focused learning visits to Fiveways School.

(For further information, please see the 'Fiveways School Outreach Service' flyer – copies available from the office)

Staffing Structure- take latest from Staffing Structure in policy

* Denotes member of Senior Leadership Team (SLT)

Headteacher* has overall responsibility for quality of education, pupil progress and welfare teaching and learning, ensuring that curriculum, staffing, premises and the school finances serve the pupils, and is responsible to the Governing body. They also have overall responsibility for the Teaching School.

Deputy Headteacher* has particular responsibility for leadership and management of curriculum, assessment recording and reporting, pupil progress and staff development, working with the Headteacher within the senior leadership team. The post holder also acts as teacher appraiser

Assistant Headteacher* – Social Emotional Mental Health, Behaviour, Welfare & Staffing lead and manage Social Emotional & Mental Health, Behaviour & Wellbeing (SEMH) needs/ school staffing. The post holder also acts as teacher appraiser

Safeguarding Officer- promoting the welfare and protection of all children and young people at Fiveways School. Working with parents/carers and other professional agencies for the protection of children.

EHCP Co-ordinator- Whole-school responsibility as the schools designated SENCo overseeing the Annual Review Process and EHCP Co-ordinator

School Business Manager* provides comprehensive operational and strategic management of the finances and premises of the school.

ITT Lead has responsibility for leading and developing the school and SPTS ITT initiatives

Outreach Support Teacher leads and manages the schools approach to Outreach and the building of capacity in mainstream schools. The post holder also acts as teacher appraiser.

Department Lead Teachers (Lower and Upper/Post 16) Lead and manage a department, comprised of a number of classes, and liaise with the Senior Leadership Team.

Inclusion Support Teacher leads the organisation and development of inclusive opportunities for pupils across the school

SPTS Lead leads and manages the Specialist Personalised Training Service.

Teachers undertake the teaching of all aspects of the curriculum & pastoral guidance for the pupils & students in his/her class & the administrative duties in respect of that class to undertake the responsibilities within the school.

Communication and Interaction Lead supports the quality and development of communication and interaction provision, systems and strategies across the school

Communication and Interaction Assistant supports the delivery of Communication and Interaction programmes and resources across the school.

School Nurse supports the health and medical needs of pupils

Music Therapist assesses for and delivers music therapy to pupils

ICT Teaching and Learning Assistant supports the maximising of the use of ICT to support Teaching and Learning across school

Teaching Assistants assist the Head Teacher and teachers in implementation of teaching and learning and provision of a stable, caring and supportive learning environment. Teaching assistants may also have an additional allocated responsibility.

Midday Supervisors provide daily care, support and a safe environment for pupils inside or external to a school environment, during the lunchtime period.

Parent & Family Support Adviser provides advice and support for parents / carers through effective partnerships.

MOVE Lead TA lead and co-ordinate the schools approach to MOVE

Finance and Administrative Assistant provides a professional financial & administrative support service,

Receptionist and Clerical Assistant provides a receptionist and administrative support service.

Administrative Assistants provide confidential administrative support.

Somerset Partnership Teaching School Officer supports operation of the Teaching School.

Inclusive Network Partnership Lead organises activities that support the core aims of the 'Partnership'

Community Inclusion Facilitator enables pupils attending our school to have inclusive after school and holiday leisure opportunities.

Community Inclusion Workers provide the practical support for pupils on the community Inclusion project.

Catering Manager managed, organised, operates and develops the catering services for pupils at Fiveways and in other agreed schools.

Kitchen Assistant support the school catering manager in their duties.

Site Manager- leads the management and development of the school's premises and facilities to ensure that they are fit for purpose and support the school's drive for continuous improvement in all that it does.

School Caretaker- with Site Manager has responsibility for the school site, ensuring that the site, its fixtures and fittings, are maintained to the highest standard for the benefit of the pupils of the school. With support from the Site Manager, the caretaker will lead and manage the cleaning staff.

Cleaners provide and maintain the highest standards of cleaning for designated areas within the school, thereby ensuring the health and safety of pupils.

Professionals –Summary of Extended/Supplementary		
Professional	Name	Visits
Physiotherapist	Erika Baron & Integrated Therapy Services provision	Weekly visits & On Referral
Specialist Speech Therapist	Integrated Therapy Services provision	On Referral
Occupational Therapist	Social care & Integrated Therapy Services provision	On Referral
Music Therapist	Rosie Monaghan	2 days per week
Visual Impairment Teacher	Helen Chainey	On Referral
Orthotist	YDH Team	Regular clinics held at school
Social Workers	(see below)	Key contact regular visit to school
Aim 2 Achieve	Emma France	Via transition PCPs & on Referral

Social Workers

Social workers are based at Brympton Way in Yeovil and are responsible for most of the pupils in the school up to the age of eighteen. After eighteen pupils are transferred Adult Social Care Team.

Teachers

(Refer also to job description and 'Guidance for Schools' Vol. 1)

The post holder is responsible to the Headteacher for all teaching duties.

To undertake the teaching of all aspects of the curriculum and pastoral guidance for the pupils and students in his/her class and the administrative duties in respect of that class to undertake the responsibilities within the school as agreed with the Headteacher. The post holder is responsible for supervising the work of the assigned Teaching Assistants (supervising and guiding their practice).

Teachers will:-

- Have a good, up-to-date working knowledge and understanding of a range of

teaching and learning styles, behaviour management strategies and know how to use and adapt them, including how to personalise learning.

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Have a commitment to co-operative working as a team member and identify opportunities for collaborating with colleagues, as well as, where appropriate, managing their work and sharing the development of effective practice with them.

Teacher Appraisal

- The Governors are fully committed to promoting and enhancing the development of all staff at Fiveways School. They recognise that the school's staff are, along with the pupils, our most valuable and important resource. The staff are central to our ethos of creating a happy and secure learning environment, which challenges all members of the school community to grow in self-esteem and develop their full potential.
- The Teacher Appraisal Policy sets out the framework for a clear and consistent assessment of the overall performance of Teachers, including the Headteacher, and for supporting their professional and personal development within the context of the school's plan for improving educational provision and performance, and the professional standards expected of Teachers.
- Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual Teachers.

Teaching Assistants

(Refer also to job description and 'Guidance for Schools' Vol. 1)

Teaching Assistants (TAs) form a significant proportion of the school workforce and are a valuable asset and integral to the work of school. They work in collaboration with teachers, other TAs and wider school community to support and promote pupils' learning, progress, achievement, independence and preparation for life beyond school. Depending on role, TAs are line managed by teachers and/or the leadership team who oversee their deployment, supervision, review and professional development and are ultimately responsible to the Headteacher. They are employed to support all aspects of pupils' education.

A full time Teaching Assistant post consists of 31.65 hours per week and TAs are contracted to attend CPD and Inset training on an academic year basis (pro-rata for part-time staff). The school day starts at 8.40am with a morning class briefing and ends between 3.30pm – 4.15pm depending on CPD activities and weekly class meetings. A half hour unpaid lunch break is allocated as directed that is not included within this time. A 15 minute morning coffee break is included within the hours on a concessionary basis wherever possible. The work of Teaching Assistants is planned and supervised by the class teacher. It includes carrying out individual and small group activities with pupils, preparation, tidying, making and organising teaching materials. They are responsible for

the supervision of pupils at lunchtimes and playtimes in association with class teachers. Teaching assistants must be available to ensure safe movement of pupils on and off the school transport and to receive and pass on any messages via the bus escorts.

Effective preparation, deployment and professional development of all TAs is key to their success in supporting teaching and learning. As such, TAs have contracted, timetabled hours every day with teachers to liaise, plan and reflect plus weekly CPD sessions.

As a member of the school staff team, teaching assistants must establish and maintain productive working relationships with colleagues and pupils (refer to the Code of Conduct).

Teaching Assistant Reviews

(Refer to Teaching Assistants Progression Pathway Policy - TAPP)

A formal annual TAPP (Teaching Assistants Progression Pathway) review for each TA takes place at least once a year out of school hours for approximately 45 minutes. This allocation of time is within contracted hours.

As part of this TAPP process mutually agreed, achievable objectives are set which guide and balance an individual's contribution, at an appropriate level. Development needs and plans to facilitate the achievement of individual and school objectives will be identified.

Fiveways TA Standards and Progression Pathway comprises aspects of:

- National Professional Standards for Teaching Assistants.
- Recommendations from EEF Making Best Use of Teaching Assistants.
- Skills, knowledge and conduct required by Fiveways School.

This process, together with teacher appraisal, aims to raise pupil progress and achievement across the school.

Newly Appointed Staff - Induction

There is a system and programme of induction training and information gathering for all newly appointed staff. All new staff will receive initial Health and Safety induction training with the School Business Manager and safeguarding training with the Headteacher. This is followed up by the Deputy Headteacher to whom all training queries should be directed. The probationary period for new staff is 6 months.

There is a **mandatory requirement that all staff attend training on: Safeguarding and Child Protection 'Keeping Safe', Manual Handling, First Aid, Team Teach and MOVE.** Please make yourself aware of any INSET training and make arrangements to attend. A Keeping Safe and Health & Safety Policy are included in the induction packs given to new starters. For further information please refer to 'INSET days' on page 17.

Working Hours

1. TEACHERS

Under the Teachers' contract, 1265 hours over 195 days are available to the Headteacher for directed duties. Cover is provided for preparation and planning time which amounts to 10% of the individual Teachers' hours. In addition, a Teacher is required to work such additional hours as are needed to discharge effectively his or her professional duties. This will include preparation of lessons, resources and equipment, developing individual pupil programmes, report writing etc.

2. ALL CLASSROOM STAFF

Staff must report for duty in time for an 8.40am start to the school day. In the event of any staff being unable to attend work at any time, they should telephone the school office no later than 8.00am stating the cause of absence and its possible length.

8.40am	Class staff daily briefing
8:50am	Pupils arrive Session 1
10.15am	Monday: Whole School Assembly Tuesday & Wednesday: Lower or Upper School assembly – alternate weeks Thursday: (10am) Whole School Singing Friday: (2:15pm) 'Star of the Week' and Celebrations
10.30am	Morning Break
10.45am	Snack and personal care
11.15am	Session 2
12.30pm	Dinner
1.10pm	Personal care and break / play
1.50pm	Transition to lessons and reading/interventions
2.10pm	Session 3
3.15pm	Pupils leave
3:30pm	End of school day except Tuesday OR Thursday: CPD 3:30-4:15pm Wednesday: Class/Team meeting 3:30-3:45pm

Staff Breaks

A paid 15 minute mid-morning break is allocated wherever possible. It is usually allocated between 10.15am-10.30am or 10.30am-10.45 but may vary according to the needs of the class e.g. time/duration to allow for staff rotation taking their break or on duty.

Staff carry out lunchtime duties according to their class staffing rota and similarly take lunch breaks (½ hour allocated) between 12.30-2.00pm dependent on the duty week.

N.B. These timings may need to vary and be worked flexibly according to staffing and pupil needs within the class and across the school.

Each break starts from the point at which a staff member leaves their duty and are expected back to work after 30 minutes.

Meetings

For Teachers, Teaching, Learning and Curriculum meetings are scheduled on a weekly basis and general administration/business meetings are scheduled at least one per half term. A schedule is published for all these meetings which falls within 2 hours of teachers' directed time allocated for this purpose each week.

Other than exceptional circumstances meetings involving Teaching Assistants are scheduled within contracted hours.

Items for meeting agendas should be submitted to the Headteacher or Deputy Headteacher in advance of the meeting. Where practically possible advance notice will be given via the published schedule, but all staff should be aware of the need from time to time to call such meetings at short notice.

Continuing Professional Development (CPD)

Everyone "needs to improve, not because they are not good enough but because they can be even better" Dylan William

CPD at Fiveways is based in the principles of:

- DfE Standard for Teachers' Professional Development (2016)
- Professional Standards for Teaching Assistants (2016)
- EEF Making Best Use of Teaching Assistants (2018)

It also builds on these to reflect the principles that people:

- Forget things
- Form habits
- Need practice to reach proficiency
- Need regular reminders and prompts

Throughout the year there are regular, frequent staff CPD sessions after school on a Tuesday or Thursday as part of contracted hours. Induction/refresher CPD sessions also run on Friday afternoons for about 1 hour. They are usually delivered by members of staff with expertise in particular areas.

The school has five in-service training (INSET) days per year. They are primarily allocated to support required training or refreshers, current initiatives and school development as specified in the School Development Plan. Staff are paid for and expected to attend

INSET training on a pro rata basis to their contract. Therefore, a full-time member of staff should attend all 5 INSET days whereas a part-time member of staff e.g. on a 3 day contract would be required to attend 3 INSET training days in each financial year. Part-time staff may apply to attend additional INSET training, for which they can claim additional pay.

Students and Pupils on Work Experience

As a small school, we are unable to accommodate a large number of students on placements, so each request is considered carefully, before a placement is agreed. This policy is under constant review. School and college students are required to attend an initial visit and informal interview to the school before their placement is agreed.

Students on extended Work Experience Placements –students from other schools, colleges or universities, including nursing students and trainee teachers, may be placed in this school for periods of work experience or extended work-related training placements.

The Class Teacher will be responsible for supervising their placement in school, and they will work under the direction of both the Class Teacher and Teaching Assistants in that class. The Course Tutor or Work Experience Co-ordinator will visit the school at least once or more often if the student's placement is longer.

Students are not at any time to be left in sole charge, supervising pupils. Students on long-term placements, and at the discretion of the Headteacher, may be allowed to use the staffroom during staff breaks. All other students should use the pupils' cookery room.

Student Nurses - Although Student Nurses work under the supervision of the Teacher in whose class they are placed, their timetable and learning objectives are the direct responsibility of the School Nurse. They are supernumerary to staffing numbers but should be actively encouraged to take part in ALL activities necessary to support the students within the school environment.

Trainee Teachers - The school also welcomes trainee teachers on teaching placements as part of their initial teacher training course. Placements can vary in length from 2-day experiential placements to 10 week teaching placements. Trainees work under the direction of the Class Teacher and also receive support from a senior member of staff acting as mentor.

Leave of Absence:

1. Appointments

All appointments (eg doctor, dentist etc) should be made for out of school times unless it is an emergency. Similarly with personal appointments, only in exceptional circumstances will permission be granted by the Headteacher. Supporting documentation must be provided within 5 working days or your pay could be affected. Staff need to consider the impact of their absence on work colleagues and students in their class as cover will not be provided for absences less than 2 hours.

2. Annual Leave

The Terms and Conditions of Employment for Support Staff specify that annual leave entitlement is confined to school holidays. Guidance continues that staff have no contractual right to leave of absence without pay and should not expect requests for such leave unless the circumstances are exceptional. On such occasions written permission must be sought from the Headteacher and the Governing Body. Full guidance is contained in the School's Absence Management Policy.

Staff Code of Conduct

This document provides a guide for adults working in schools (including staff, Governors, volunteers and visitors about acceptable and desirable conduct to protect both adults and students. All staff and volunteers at Fiveways School should read and adhere to the Code of Conduct at all times. It refers to and complements other policies and guidance at Fiveways School. It is included in the induction packs for new staff.

Working from Home

Anyone wishing to work from home must have the prior permission of the Headteacher. Staff are requested to complete a "Planned Leave of Absence Request Form" by way of authorisation, which is available from the pigeon holes in the Office.

Display Screen Equipment

It is very important for all staff to be aware of the school's Display Screen Equipment guidance when using computers or laptops to help protect you from harm. As part of the school's DSE Risk Assessment the following equipment has been provided and is available for staff to use with laptops.

Display Screen Equipment

Laptop Riser, USB Keyboard, USB Mouse.

Use of the Internet and Online Safety

(To be read in conjunction with the Fiveways School Online Safety Policy and ICT/Mobile Phone Acceptable Use Policy for full details on the use and access to the internet and the schools ICT systems.)

Business access to the internet is limited to staff whose need is relevant to the tasks for which they are responsible. Personal use of the Internet is not permitted without the specific authorisation of the Headteacher. All staff are required to sign an ICT/Mobile phone Acceptable Use Agreement to this effect, which is filed in their confidential personnel file. New members of staff will be required to sign the agreement as part of the recruitment process.

I understand that I am **NOT PERMITTED** to use the school's ICT equipment for accessing the internet for my personal use.

Passwords

Individuals are responsible for the accuracy of information which is kept secure from unauthorised persons. Passwords must:

- not be told to anyone else.
- never typed in when someone is watching.
- be changed regularly every month, or as soon as someone else finds out about it.
- be difficult for someone else to guess i.e. avoid using names etc.
- a mixture of alphabetic and numeric characters.

Full access to SIMS FMS is restricted to the System Manager and Business Manager only.

Data Protection and Confidentiality

The Headteacher, Governors and staff are required to comply fully with the requirements and principles of the General Data Protection Regulation ('GDPR'), the Data Protection Act 2018, and other regulations (together 'Data Protection legislation'). All staff involved with the collection, processing, disclosure and knowledge of personal data MUST be aware of their duties and responsibilities within the guidelines set out in the schools Data Protection Policy.

Staff are reminded of the need to maintain absolute confidentiality and privacy of any information they may be privy to in the course of their work at the school. Individual members of staff can be personally liable in law under the terms of the Data Protection Acts. They may also be subject to claims for damages from persons who believe that they have been harmed as a result of inaccuracy, unauthorised use or disclosure of their data. A deliberate breach of this Data Protection Policy will be treated as a disciplinary matter and serious breaches could lead to dismissal.

Please ensure you are familiar with the school's Data Protection Policy, which is available on the School website.

Guidance about accessing work emails on your personal mobiles

Sometimes there is a legitimate business need for staff to access work emails on their personal phone (e.g. this is the only practical way they can access emails when out of school, and it helps them manage their workload).

If a staff member downloads any business data to their personal phone, the school must ensure that the data is as safe as it would be on the school's server, and this may lead to the school asking the staff member to have a higher level of security on the device.

If the staff member does not download data, but simply uses the phone to read and reply, this is lower risk.

The following precautions should be taken:

- Ensure that staff only open, read and reply to emails – not download the email or any attachments to the phone's memory.
- Ensure the personal phone has either a secure passcode that is not shared with anyone else/thumbprint/face recognition security which deletes data if too many attempts are made to access the phone.

- If any personal device is lost or stolen and it was used to read emails, staff must inform the school so they can assess the risk of data loss if emails can be accessed by a third party.
- School must change email passwords for staff whose personal device is lost or stolen.

Personal Property

Principles:

- Everyone at the school will be encouraged to be responsible for their own property, and show a responsible attitude towards that of others.
- All personal property (e.g. money, cars, cycles, clothing, etc.) is regarded as being on County Council premises solely at the owner's risk.
- Lost property may be taken to the School office.
- Care must be taken to ensure personal possessions are locked away securely.
- All staff must be wary of leaving classroom doors and windows open/unlocked at the end of the school day.

Personal Attire, Dress Code & Role Models

Following on from Safeguarding & Child Protection training could we respectfully ask staff to think about their attire, particularly in hot weather. Staff should not wear very short shorts or very thin strap tops, or "ripped" jeans.

- Staff must consider themselves role models and dress as such, which promotes a positive and professional image.
- Is appropriate to their role.
- Is not likely to be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.
- Risk of bite, scratch, pull etc. Clothing covering the body is strongly recommended.
- Is not considered to be discriminatory.

Digital Keypads (Door Access Control)

All staff are advised of the importance of acting responsibly to ensure confidentiality when using the digital keypads around the school.

ON NO ACCOUNT SHOULD ANY PUPILS BE ALLOWED TO TOUCH THE KEYPAD, SEE THE CODES BEING ENTERED OR HEAR IT BEING SPOKEN IN NUMERIC TERMS.

Please be aware of the gravity of ignoring this information and the possible implications of a child being able to exit the building and into the line of traffic. This is potentially VERY serious as one of our children could be in severe danger if we cannot rely on a secure perimeter.

Where necessary the relevant distraction methods should be used to make sure pupils are not watching the codes the adults are entering.

Disciplinary action will be taken against any individual who chooses to ignore these instructions, as a child could be seriously injured if allowed to run out onto the road unsupervised.

If you become aware that the code is not secure could you please let the Headteacher or Business Manager know immediately.

Use of Mobile Phones by Staff

(To be read in conjunction with the Online Safety Policy and Information Technology Acceptable Use Policy)

We fully recognise the benefits that mobile phones offer in terms of remaining in contact, particularly in emergencies. We are also keen to ensure fair and consistent practice across the school whilst maintaining the safety of our pupils.

Staff should adhere to the following:

- I will not use my personal mobile phone during contact time with pupils apart from on offsite visits, where the restricted use of personal mobile phones is permitted in accordance with the School's Offsite Visits and Activities policy.
- I will only use my mobile phone at break time (away from pupils).
- I will lock my mobile phone away or store it in a safe space removed from the learning area during contact time with pupils.
- I will not use my personal mobile phone to contact pupils or parents (unless I have permission from the Head Teacher).
- If I use my personal mobile phone to contact parents/carers in a respite or any other capacity I will only have non-school related conversations (unless I have permission from the Head Teacher).

Please refer to the schools Information Technology Acceptable Use Policy Agreement and Online-Safety Policy for all details on the professional expectations on the use of business phones.

PROCEDURES

Registers (Pupil)

Attendance: registers must be completed twice daily, indicating whether absences are due to illness, approved holiday etc. Guidance on how to complete these registers can be found inside the front cover of the register. Further information can be provided by the School Office staff.

Dinner: registers should be completed for pupils requiring a meal on that day. Parents must inform the school if their pupil is to arrive late (late after 9.20am) to school, but will require a meal. (please also refer to funding issues on page 27).

Both registers must to be taken to the office by 10.00am.

Risk Assessments

To help in protecting pupils and staff from harm, many areas of the school procedures, activities, premises, curriculum and off-site visits have been risk assessed using Somerset's Risk Assessment system provided by European Education Consultants (EEC). You will be given access to the EEC website with a secure password if you have responsibility for completing, reviewing or sharing Risk Assessments.

All staff will be asked to sign to confirm they have read relevant Risk Assessments as part of their initial induction training. New and revised Risk Assessments will be circulated as appropriate. You will be asked to sign a circulation sheet by way of confirmation. The school's Business Manager will be able to answer any questions you may have on this subject.

Horse Riding Simulator

In accordance with the school's horse riding simulator Risk Assessment **please note that only staff who have received specific formal training are permitted to use or be in charge of a group using the riding simulator.**

Residential Visits

Class Teachers can, if they wish, organise a residential educational visit or 'camp' for the pupils in their class. This is a voluntary activity organised by the Class Teacher and is enabled by all those staff accompanying the pupils volunteering to escort the class and support them during their visit. Generally these 'camps' take place as a midweek, Monday to Friday visit during term time. Occasionally they last a full week. There is a 'Camp Organisation Checklist' to assist the organisation of this process. A formal External Visit request must be made on EEC at least 30 days before the residential is due to take place. The request must be approved by the Headteacher and Chair of Governors and endorsed by the Local Authorities Outdoor Education Advisor (OEA). The full Risk Assessment and offsite Visits and Activities Procedures must be followed.

Assembly

Daily school assemblies are led by teachers and guided by a rota of suggested topics, dates from multi-faith festivals and celebrations. Assemblies include whole school, department and class based. Once a week there is whole school music and singing session and on Fridays the assembly focuses on 'Star of the Week'. This allows classes to share and celebrate achievements with pupils from other classes. Pupils are nominated for 'I did my best' and 'Star of the Week' awards. Each half term special awards are presented including those donated by past pupils and Governor Cups are presented.

Pupils' Recreational Break time

Whenever possible it is our aim to actively encourage pupils to develop a range of free play and leisure skills. Staff should ensure that the field, apparatus and playgrounds are effectively supervised when these are being used. Particular attention needs to be given to those pupils who are known to wander from the playground. Staff should give a lead in starting and directing play activities, encouraging pupils to participate fully, using equipment which is age/ability appropriate.

Dinner

The lunch period runs from 12.30 to 1.15 pm (approx). School meals are prepared on the premises and pupils use the main school hall, classrooms and the two houses (Carr Cottage and Bradbury House) as dining areas. Pupils sit in mixed groups, where feasible, up to 6 to a table, with staff teaching and supporting pupils' individual feeding programmes. Within this relaxed atmosphere and mixed groupings of pupils and staff there is a valuable opportunity to continue with strategies for communication and behaviour, as well as developing self help and social skills.

Notices

Staff should check emails and read notices boards weekly

- Email is a key communication method so all staff are issued with an email address and should check it at least weekly.
- There is a weekly staff information newsletter emailed to all staff.
- Information about staffing, events etc. for the week is written on the whiteboard in the Staff Room.
- Job adverts and other main notices will be placed on notice board and emailed to all staff school email boxes.
- Letters, leaflets and books will be placed on the table in the Staff Room or be pinned on the notice boards.
- Memos and other information, distributed through the pigeon-hole system located in the office and through school email boxes.

Fire Procedures

Fire drills: (termly – without prior warning)

- If the fire alarm sounds staff and pupils should exit the school via the nearest available exit (see 'Fire Action Notices' for identified exit routes).
- The 3 assembly points are:-
 - Main playground.
 - Outside the Sports Hall.
 - Top of the Training Centre car park.
- If the usual exit is blocked, staff must take the best way out of the building consistent with the need for fast and safe evacuation of the building. External doors must be kept clear and unlocked at all times.
- Teachers should take their registers with them if they still have them in their classes.
- Pupils must stand in class groups whilst the Class Teacher/Group Leader checks that all pupils and adults attached to that class are accounted for.
- The Class Teacher/Group Leader is required to look out for one of the school's Fire Wardens who will record which pupils are present and accounted for in accordance with the school's fire procedures.
- Once all are accounted for and the 'all clear' has been given staff and pupils may re-enter the buildings.

Critical Incident and Business Continuity Plan

All staff should make themselves aware of the school's Critical Incident and Business Continuity Plan. A copy of the policy is on the school website or a paper copy is available to read in the Admin Office.

New staff will receive information on critical incident planning as part of their initial Induction Training.

First Aid & Medical Information

First Aid Boxes are located in all the Minibuses, the Swimming Pool area, the Sports Hall, the top room of the Sports Hall, 6th Form, the School Office and the Medical Room.

If any of the contents are used then either a "Bump" Form or EEC Incident Form should be completed and handed in to the School Office or the School Nurse so that the box may be restocked.

The School has an AED (Automated External Defibrillator) for use during the opening hours of the school. It is located on the wall, inside the door of the Medical Room.

Training in 'Emergency Aid in Schools' is provided for all staff on a three yearly rolling programme.

If it becomes necessary to take a pupil to hospital, information must be obtained from the office first. The parents will be informed by telephone and asked to go to the hospital to relieve the member of staff in attendance. If staff envisage or experience difficulties when dealing with certain situations advice must be sought from the School Nurse.

If a staff member has an allergy and carries an epi-pen, it is their responsibility to advise the Headteacher and all staff they are working with of the emergency procedures needed if they are taken ill and ensures the epi-pen is stored securely. The school stock an emergency epi-pen, but a consent form for use must be completed.

Hepatitis B Vaccine

The School has agreed to provide vouchers to staff for a course of Hepatitis B vaccinations. Staff MUST take personal responsibility for their own health and to complete the course of vaccinations and any follow ups needed. The school is unable to offer any further financial support.

Hepatitis B is an infection caused by the hepatitis B virus. Hepatitis means inflammation of the liver. There are several different viruses and Hepatitis B is a blood borne virus. The main route of the infection worldwide is through infected blood but may also be present in other bodily secretions including saliva.

The Hepatitis B vaccine is recommended for staff who are involved in the care of children with severe learning disability or challenging behaviour.

It is important that all staff take personal responsibility for keeping up to date with their individual immunisation schedules.

Your responsibility:

- To request your vaccination record with your GP.
- To inform the school if you require a vaccination and agree terms prior to the vaccination.
- To book an appointment to be vaccinated and follow up checks.
- To keep up-dated with your vaccinations.

Fiveways School Responsibility:

- With prior agreement, Fiveways School will provide you with a corporate voucher to cover the cost of the course of the Hepatitis B vaccine. If staff fail to complete the course, they will be personally and financially responsible.

Bumps, Incidents and Accidents

Bumps - minor injuries resulting in cuts, grazes and bumps to pupils. Alternatively, a potential injury where a pupil is taken to hospital due to a pre-existing medical condition.

Incidents – a display of challenging behaviour which has impacted on the learning of a pupil/group and/or risked the safety of an individual or group.

Accidents – injury requiring medical attention/treatment from a Nurse, GP, Hospital, etc.

The school has three separate forms to record each of the above;

The **Bump form** for recording minor injuries resulting from accident/bump. Record these on the day and ensure the class teacher is aware before placing in the Headteacher's in tray.

The **EEC form** for reporting accidents or incidents resulting in medical attention/treatment. EEC forms must be completed accurately immediately after the incident and returned promptly.

The **Incident form** for recording occasions of challenging behaviour. Record these on the day and ensure the Class Teacher has reviewed the form prior to placing in the Headteacher's in tray by the end of the day.

Snow Procedures

This paragraph is reproduced from a County circular; "staff" guidance and applies to both teaching and non-teaching members of all staff.

- All staff are expected to attend for work even it is not possible to use private or public transport, provided they live within reasonable walking distance and are not physically disabled.
- In circumstances where a member of staff considers that it is not possible to reach his/her school because of the prevailing conditions, he/she should make every effort to contact the Headteacher as early as possible to explain the situation. Provided the Headteacher is satisfied that it would be unreasonable to expect the member of staff to attempt to reach the school full pay will be allowed. This paragraph applies even where the local media has announced that the school is closed.
- Whenever a proportion of pupils arrive at school and there are sufficient staff to cope with them - even though not to provide the normal curriculum - pupils must be kept for the day, unless conditions deteriorate. Even if school transport is cancelled, where local pupils walk to school provision must be made for them.
- Please refer to the school website for school closure information in the event of heavy snowfall or dangerous icy conditions.

Physical Contact and Restrictive Physical Intervention

(also see Behaviour Policy)

The Team Teach approach provides a strategy for diffusing many potentially challenging situations. In extreme situations when a physical intervention is required, Team Teach training also provides approaches. This training is updated on a rolling programme. Refresher classes are provided each half term for all classroom staff.

Provision of References

Staff may be approached to provide a professional reference, based on work undertaken at the school. All professional references given by the school should be given by the Headteacher only, who may request the views of staff to inform and support the reference.

Formal Correspondence sent from the School

All letters and correspondence from the school (eg to parents or other professionals) should be written on letter headed paper (see P drive). If there is any sensitivity involved, staff are encouraged to seek the advice of the Headteacher or a member of the Senior Management Team before correspondence is sent.

Whistle Blowing Policy

(Raising concerns at work – the Confidential Reporting Code)

Each member of staff has been given a copy of the School's Whistle Blowing Policy. New members of staff will be provided with a copy of the Policy in their induction pack during the recruitment process.

The Whistle Blowing Policy is intended to encourage and enable employees to raise concerns within the school rather than overlooking a problem or 'blowing the whistle' outside. This Code makes it clear that you can do so without fear of victimisation, subsequent discrimination or disadvantage. Fiveways School is committed to listening to concerns, taking them seriously and ensuring that they are dealt with promptly and fairly. Further information can be obtained from the office.

It is important that you are familiar with the school's Whistle Blowing Policy, a copy of which is on the school website, and that you are aware of your line management structure.

If you are in any doubt or have any concerns please speak to any member of the Senior Management Team, being the Headteacher, Deputy Headteacher, SEMH Lead Practitioner or Business Manager in the first instance. Details of contacts within the Local Authority are published in the Whistle Blowing Policy.

Visitors

In order to maximise the safety of pupils on our site we have a system of visitor identification.

The following guidance is posted in the lobby, to be clear with all visitors what the procedures are:

- All visitors are asked to wear a visitor's badge and sign in.
- Visitors are defined as anyone within the school who is not a member of staff.
- Parents are also required to wear a badge and sign in.
- All visitors will be asked to deposit any mobile phones or iPads in the lockers provided.

It is vital that staff are vigilant in challenging strangers within the premises who are not wearing a badge, in order to maximise the safety of our pupils. Please also ensure that all external doors are kept closed and that the security of door codes is not compromised.

Use of Mobile Phones by Visitors

Safeguarding Aspects - Visitors. Following our recent review of Safeguarding we discussed a wide range of issues arising from the challenge of keeping our very vulnerable population safe in all senses. As a school we welcome a wide range of visitors and less familiar people into our school. At the same time technology is moving forward rapidly and most phones now have built in cameras. We therefore request that all staff remain vigilant and report any unusual or suspicious visitor activity.

Out of School Visits

In addition to the regular local trips in Yeovil and frequently visited venues, classes may go on whole day educational trips linked with topic work. Forms are completed by parents giving permission for local visits, photographs to be taken, riding (RDA and simulator), rebound therapy and swimming. The school minibuses are available for outings and can be booked on the bus calendars. Certain events such as riding and swimming have priority. Class Teachers negotiate over times so classes are able to go out for the whole day. Arrangements must be made at least 3 weeks in advance so that school meals can be cancelled and packed lunches arranged, if needed. A note is sent to parents by the Class Teacher giving details of the trip. Written permission must now be obtained before any pupil is allowed to leave the school premises or participate in any hazardous activity (refer Off-site Visits Policy). These consent forms should be kept in the classroom file and retained. Consent forms for day trips need to be retained and archived/destroyed in accordance with Retention of Records Guidance.

For every outing, however 'local', Group Leaders must sign out. This should detail the names of pupils and staff, contact details, destination and expected time out of school. They should sign back in on their return.

Minibuses

Those persons over 21, dependant on any endorsements on their driving license, are eligible to drive the minibuses following Local Authority training and testing. This process is co-ordinated by the SEMH Lead Practitioner. Frequent refresher training is undertaken. The County regulations on the use and users of the school minibuses are available from the Business Manager.

Staff must ensure:-

- The first driver of the day completes the daily check on the buses as per the "log book" and mileage entered.
- Petrol is not allowed to drop below half tank level. The school has fuel account cards which most garages accept. The receipt should be given to the Finance Assistant for checking when invoices are sent.
- The new green bus seats 13 people; the old green bus seats 16 and the blue bus seats 17 people.
- The pupils being conveyed are securely strapped in; special seats and clamps for wheelchairs are available.
- The disabled sticker and time card is set and both are clearly visible.
- All faults are written in the log book and immediately reported to the office.
- The tail lift is switched off after use.
- The buses are left tidy and the seating restored to the standard arrangements ready for the next journey. All internal lights are switched off.
- Parking regulations are obeyed; many disabled parking spaces are no longer free of charge.

The vehicles are covered by the AA Relay service; details of the membership are kept in the minibus folders.

Inventories

The school completes an annual inventory which is now located on the P drive of the computer network (Route is: Computer -P drive – 'Staff' - 'Inventories'). Classes/areas are responsible for updating inventories following the purchase of resources/goods valued at £100 or over or purchase of electrical items. If the purchase is made through the office a copy of the Official Purchase Order will be forwarded to the class/area for addition to the inventory.

Staff using their own cars for work purposes

Please be aware that any member of staff undertaking travel for business reasons (whether or not you are transporting pupils) **must** have "Business Use" insurance added onto their car insurance when undertaking travel for business reasons other than travel to/from your normal place of work. This will include attendance on courses, going to meetings etc. A standard car insurance policy will only cover you for social use and commuting.

All staff are responsible for ensuring they have the correct Car Insurance cover before undertaking any business activities and completing an F14b (EV10) form annually.

Staff transporting pupils in their own cars

It is essential that any member of staff using their personal vehicle for transporting pupils in their own car **must have prior authorisation** to do so by a member of the SMT by completing Form F14b (EV10), which is available from the School Business Manager. In order for this permission to be granted staff **must** have "Business Use" insurance added onto their Car Insurance Policy.

Visit Leaders MUST ensure the correct permissions for both staff and pupils are held before permitting pupils to travel in staff cars.

FUNDING ISSUES

(see Finance Policy)

Class Budgets

Each class is currently allocated an amount, fixed annually, which is intended to maintain class-based educational resources. Equipment should be ordered on 'Requisition Forms' available from the office. To assist this process, catalogues are stored in the main school office, organised in subject magazine boxes.

Curriculum Budgets

Each curriculum subject or 'specialism' area lead has a budget for which they are responsible. Curriculum budgets are set at the end of the spring term in conjunction with the cycle of school development planning. The money allocated to each budget holder is intended to enable the maintenance of resources and activity within this subject area. Additional sums of money may be attached to curriculum headings in line with identified curriculum priorities and developments.

Charging for School Activities

In order to enhance the learning opportunities of pupils, a wide range of activities and visits are organised. To meet the cost of these, it is necessary to request from parents a voluntary contribution. No pupil will be excluded from the activity if a contribution is not made but it may be necessary for the entire event to be cancelled if insufficient finance is forthcoming.

Where the event occurs mainly or wholly outside the school day, (for example residential trips), an agreed cost will be charged to parents if they wish their son or daughter to take part. To meet the other costs such as entrance money and travelling, a voluntary contribution will be requested. Given the overall costs of the residential visits, cancellation may be necessary if sufficient money is not available.

Regular Monies

Dinner monies are invoiced and recorded by the School Office. Money may come in to the classroom with the pupils but should immediately be sent down to the School Office in a sealed envelope marked with the pupil's name and class number after being recorded in the class bus book.

Voluntary contributions are collected for bus and cookery money. Payment of these monies should be entered into the small register and sent to the office. Cookery money is kept in the class, to be used when shopping, and all monies and receipts should be recorded on the finance sheet provided by the Finance Assistant.

6th Form teachers collect their own dinner, tuck and Enterprise money and must keep appropriate records. Any class running Enterprise Accounts must keep appropriate records.

As part of the school's Financial Value Standard (SFVS) all monies will be spot audited by the Business Manager or Finance Assistant.

Fraud and Theft

(refer to Fiveways School's Finance Policy and Code of Conduct)

The school monitors fraud and theft by;

- Ensuring division of duties for purchasing and payment of goods/services, collection and banking of all income.
- A written log is kept of any instances of fraud, theft or incidents/irregularities detected in the last 12 months, in order to identify patterns of misconduct and any weaknesses in the current arrangements which need to be addressed. This log is reported to governors annually.
- Staff are asked to complete white supply timesheets which provide additional information for admin staff to monitor supply hours claims alongside their pink supply claim form.

PARENTS

(see ' Parents Policy')

Our aims are:

- To provide support for parents.
- To provide educational advice and practical guidance.
- To present pupils' progress in a clear and accessible way.
- To encourage parent participation in school based groups.

Parents of the school are welcome to make an appointment if they wish to discuss any issues concerning their child, which should be arranged for a time outside normal teaching time, as far as possible, so the education of the rest of the class is not disrupted. The Headteacher must be advised of any such arrangements and informed of the substance of the discussion.

A regular Newsletter is sent to parents by the Headteacher.

Home-Link Books

These are used as a means of exchanging information informally with the parents and should be completed at least once a week. Copies of all written messages must be retained if they are noted other than in the 'Home Link' book. When the Home-Link book is full it should be retained by the Class Teacher.

Esendex

Communication with parents is an important part of what the school does and since 2017 the school has used an electronic service called Esendex which sends text messages to the parents.

Friends of Fiveways School Association

Teachers and support staff are **very** welcome to attend FOFSA meetings. In addition the help of staff is very much appreciated at FOFSA organised events.

The Headteacher must be informed of any donations being made to the school in whatever form which might come through contacts of staff. Any fundraising on behalf of the school or individual classes must first have the approval of the Headteacher.

The FOFSA Newsletter, organised by a parent, provides a very positive means of conveying information about the work of the FOFSA to parents and the staff body.

SCHOOL FACILITIES AND PREMISES

Smoking and Vaping on School Site

Fiveways School is a non-smoking site. The school asks that any person who smokes or vapes does so away from the school grounds in order to be out of sight of pupils. Staff need to ensure cigarettes; lighters and e-cigarettes are kept in a personal bag and

stored in a locked cupboard. Staff are requested not to leave cigarette ends and to dispose of them responsibly.

Resource Library and Shared Resources

A library of curriculum resources is situated in the sports hall building. It contains shared resources in addition to those held in individual classes e.g. curriculum, art and books. Staff may borrow these resources to support curriculum delivery and are requested to ensure they are returned as soon as possible to their allocated space to maintain the organisational structure. Items are clearly marked and in some cases numbered. Specialist leads e.g. Communication and Interaction, MOVE and IT also have resources which can be borrowed on request.

Some shared photocopiable resources are located in the photocopier room.

The school subscribes to various journals which are located in the top room of the Sports Hall. Staff are asked to respect curriculum resources and keep the Resource Library organised and tidy.

Parking and School Gates

All cars are parked on County premises solely at the owners' risk and the County Council cannot accept any liability for damage, loss etc in the absence of negligence on the part of its staff.

The automatic school gates have a code which is given to all staff and regular visitors. Their purpose is primarily to maintain the safest environment possible for all of our pupils. On exiting the gates by car you should stop at the white line (even when the gates are open) before proceeding so that the system knows you are there!

The school has limited parking on a 1st come 1st served basis.

Swimming Pool

(see Conditions of Use on the Swimming Pool notice board in the pool lobby).

The pool is also used by a number of local disabled and non-disabled groups. It is available for hire to community and commercial users subject to the requirements for supervision, qualifications, payment of the hire fee and session availability.

There are two emergency push buttons on poolside which are linked to an alarm which will sound in the school office to summon assistance. Please note that this alarm bell does not sound in the pool itself but if accidentally pressed can be pulled back out again.

There is a phone link to the office for use during the day and a separate phone to make emergency calls only. Both phones are located on the wall next to the staff changing room.

Swimming aids and equipment are stored in the poolside cupboard and must always be locked away after use in the pool complex. PLEASE keep this cupboard tidy at all times and put the equipment back where you found it.

Please note that food and drink are not permitted. Water may be consumed from plastic bottles.

Woodland Walk

We are very fortunate to have such lovely school grounds. The Woodland Walk is open for all classes to enjoy but it is important to ensure that staff are vigilant and pupils are adequately supervised as the Woodland Walk is adjacent to visiting traffic, including the Training Centre, which is a potential risk to our children. Staff must ensure gates are locked and secure at all times.

Training Centre

The Training Centre is primarily used by the Partnership Teaching School but is also available for independent hire. Although not timetabled, staff are invited to make use of the facilities by prior arrangement with the Teaching School staff.

Photocopying

There are two photocopiers in school, one in the print room off the main corridor, and the other in the main office. Staff are requested to use the main copier in the print room, and limit their use of the copier in the office. Guidelines on copyright laws are posted on the wall next to the photocopier and must be observed. A charge of 10p for black and white and 15p for colour, per copy, is made for personal copying. Please give the money in at the office with a breakdown of the copies.

Laminator

The laminator is located in the print room off the main corridor.

Please note that only staff who have been specifically trained are authorised to use the laminator.

In conclusion.....

As the Headteacher is ultimately responsible for the smooth running of the school, it is important that he be kept advised of all occurrences, however trivial. This should help to avoid embarrassment and prevent problems arising.

Final Reminders

- **All school policies are available electronically on the school's website and in paper format in the Admin Office.**
- **All risk assessments are available electronically on the EEC website or in paper format from the Business Manager.**

FIVEWAYS STAFF HANDBOOK KNOWLEDGE CHECK

In order to assist you in getting to grips with all the information contained in the Staff Handbook you may wish to complete this knowledge check, as a self evaluation tool.

1	When did Fiveways receive its first 'Outstanding' OFSTED report?	
2	Who is chair of the Governing Body?	
3	Name three sub-committees of the Governing body	
4	What is the role of the Teaching School?	
5	What does SEND stand for?	
6	What is the main reason for the School Development Plan?	
7	How many school policies are there?	
8	What meeting is held prior to a pupil joining the school?	
9	What is a P Scale?	
10	When does a 'Settling in Review' take place?	
11	Who can see an individual Pupil's File?	
12	Name two aims of a 'Record of Achievement and Experience'	
13	How many models of inclusion do Fiveways operate?	
14	Who in the school is mainly responsible for curriculum leadership?	
15	Who does DIY tasks on Saturdays?	
16	Who is the Music Therapist, and how often does she visit the school?	
17	Where are social workers based?	
18	How many contracted hours must a teacher work?	
19	What happens in school at 10am?	
20	When are hour long training sessions for staff usually held in school?	
21	How many INSET days per year are there?	
22	How many SCITT students will the school have at any one time?	
23	What must you do if you wish to access the internet for personal use?	
24	How often are attendance registers completed?	