



Greenside School
Learning Achieving Together

Staff Handbook

2023 / 24

(Updated March 2023)

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Introduction

This handbook is written for all members of staff and is designed to support new members of staff to settle into the school. We hope it will be a useful source of reference and guidance but you should not expect it to answer all your questions. Please do not hesitate to ask for additional information or support from colleagues. Greenside was opened in September 1981 following the closure of Butts Close and Homefields Special Schools. At Greenside we believe in the concept of lifelong learning and the idea that both the adults and learners learn new things every day, this is reflected in our mission statement:

Learning Achieving Together

General Information

Greenside is a Hertfordshire County Council maintained, day, mixed, community special school for 174 learners 2-19 years who have severe or profound learning difficulties.

In partnership with North Hertfordshire College, The Greenside Trust provides 2 year, post 19 provision for up to 5 students who have profound and multiple learning difficulties, this is called 2Learn and is located at The Hyde shopping centre. The trust also has a social enterprise at The Hyde, called The Greenside Studio, selling old fashioned sweets and ceramics.

Greenside is colocated with Barnwell Middle School. 3 classes are located on this site. Greenside hires many facilities at the secondary school. Up to 12 Greenside learners eat their lunch with their mainstream peers at the Barnwell Bistro.

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Website: www.greenside.herts.sch.uk

Office email: admin@greenside.herts.sch.uk

Chair of Governors: Dave Smith

Staff Governor Representative: Sarah Jennings

Headteacher:

Dave Victor (head@greenside.herts.sch.uk)

Assistant Heads:

Dawn Brown; Luke Simonds; Gemma Wishart

Senior Teacher: Miriam Kirby

Office Manager: Caroline Steed

Area Leads

- Rainbow - Michelle Bailey
- Meadow – Miriam Kirby
- Orchard - Laura Cope
- Preparing for Adulthood (PfA) - Amy Warwick
- Woodlands – Holly Rossington

Behaviour team: Sarah Cullip, Rob Grundy, Holly Rossington, Dawn Brown; Gemma Wishart, Miriam Kirby .

Staff Wellbeing team: Mandy Wheelhouse, Rob Grundy, Carol Taylor, Carol Jackson, Laura Gourlay Abbie Dutton, Sue Croft, Sian Bodenham.

Vision and Values

Our Vision is:

- To deliver a creative, relevant and highly personalised curriculum that empowers each learner to achieve a fulfilled future.

Our Values are:

Respect Creativity Collaboration

We believe in...

Learning Achieving Together

Our shared responsibilities:

- Be outward looking in our vision and approach.
- Be positive, optimistic and solution focused.
- Give of our best at all times.
- Recognise that everyone at Greenside is a learner.
- Ensure opportunities for learning, enjoyment, fulfilment and to be part of the wider community.
- Be inclusive in our practice.
- Work in partnership with parents, carers, other professionals to support the whole family.

Specific features of Greenside School

Greenside 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.

Greenside is a co-located school

An important aspect of our inclusive provision is the co-location of provision for many of our secondary aged learners, together with specialist facilities on the neighbouring Barnwell Middle School site. This provides exceptional opportunities for inclusive practice and collaboration.

Greenside is a collaborative and enterprising school

In partnership with North Herts College the Greenside Studio enables extended learning opportunities through the 2Learn provision.

Our social enterprise “The Greenside Studio” is located in the heart of the local community. This “living classroom” provides exceptional opportunities for all learners to develop their independence skills. It offers a hub for work – related learning.

Both provisions are located at The Hyde shopping centre.

Greenside is an Outreach provider

In partnership with Woolgrove School, Greenside supports the SEND provision in mainstream primary and secondary schools in DSPL 2 (Stevenage and surrounding areas).

Curriculum

Greenside provides a curriculum tailored to the learning, emotional, sensory and physical needs of each young person. This is described as “**My Curriculum**”

There are 4 main areas of learning:

- **My Body**
- **My Communication**
- **My Thinking**
- **My Wellbeing**

We recognise 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-centred approach promotes active engagement in learning to enable the development of skills and behaviours they need to enable them to enjoy the best possible quality of life.

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

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

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

Each individual's curriculum is developed from what we know about them; what they want and need, as well as the knowledge, visions and priorities of their parents and carers.

Curriculum Pathways

- **Engage,**
- **Explore (SLD), Explore (ASC),**
- **Focus**

Curriculum pathways assist class staff in their planning by helping to describe learners' cognition and style of learning and identifying the frameworks that underpin the most relevant curriculum content for these learners. Curriculum pathways are expanded upon and supported by schemes of work and skills banks that identify progression and enable class leads to sequence learning for each individual.

Skills banks support teachers in their planning, to enable sequencing and assist in monitoring progress skills banks have been developed. The Maths skills bank is linked to the "4 curriculum pathways"

The Evidence for Learning Assessment tool is used to record, share and celebrate progress. *(see school website for our curriculum policy and further details)*

Working at Greenside - Guidance for staff

We recognise that time in full-time education is limited and precious, and we are duty bound not to waste it. Each young person at Greenside is:

- Vulnerable *(some physically, some medically, others emotionally)*.
- Dependent on adults
- Able to bring joy and a sense of worth for those fortunate enough to work with them.

Each learner needs adults who understand them and are able to 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. The learners at Greenside don't care what job an adult does (Head, caretaker, mid-day assistant or volunteer) they need to be with adults who are able to give of their best (always). Each learner needs adults who are: positive, creative, resilient, understanding, solution focused, emphatic, generous and forgiving.

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

- Work in partnership with parents and carers, and the wider family
- Work in collaboration with therapists 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
- Recognise that everyone is a learner and that every experience is a learning opportunity
- Empower each learner to achieve fulfilled futures

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

Each learner needs every member of the Greenside team (*site staff, administration team, apprentices, teachers, tutors, assistants, coaches, nursery nurses, specialists, MSAs & SLT*) to strive to always...

- speak through their actions,
- 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 response 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. 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.

Safeguarding and Child Protection

Greenside is a safeguarding community where:

- ***Everyone sees***
- ***Everyone hears***
- ***Everyone is responsible***

Designated Safeguarding Lead Person (DLP): Dawn Brown

Deputy DSPs: Dave Victor, Luke Simonds, Michelle Bailey, Laura Cope, Amy Warwick, Miriam Kirby, Holly Rossington

Health and Safety: Michael Levy

Health and Safety Governor: Jo MaNamara

Safeguarding Governor: Claire Willson

Prevent Strategy leads: Dawn Brown, Dave Victor

Safer recruitment leads: Dawn Brown, Dave Victor, Claire Willson (Governor)

Wellbeing first aider: Mandy Wheelhouse

Policies relating to Safeguarding

- Safeguarding policy;
- Child Protection policy,
- Health, Safety policy,
- e-Safety policy;
- Prevent Strategy;
- Behaviour Support Policy;
- Restrictive Physical Intervention (RPI) policy,
- Anti-bullying policy,
- Whistleblowing policy,
- Off-site Visits policy,
- Attendance policy.
- Touch and Physical Contact policy,
- Intimate Care policy.
- Attendance policy,
- First aid policy,
- Supporting learners with medical conditions policy,
- Bereavement policy,
- Safer recruitment policy,
- Code of conduct for employee's policy
- Learner voice and Learner Charter

All are policies are published on the school's website

(www.greenside.herts.sch.uk)

A-Z of Information

Absence – informing school - staff

Due to the high levels of physical and emotional needs of the learners at Greenside School a high priority is placed on ensuring that staff are covered when absent. Most covers are arranged between 7.00 to 7.45 am. **"The Absence Line"** ensures that Senior Leaders are informed of absences and can contact relief staff. It also provides an important record that you have notified the school and can be used to track back in the event of pay discrepancies.

Absence Line: 07842 146734

All staff must use this number and only this number to inform the school when they are to be absent from work. Please do not leave voice-mails as these have been lost or we have been unable to access them. Telling colleagues and/or family members, texting or calling other numbers, using emails, calling

the main school number, leaving a message on the school answerphone etc. often means that Senior Leads do not know of an absence in time and are unable to make appropriate cover arrangements. Unless the school has already received a medical certificate – staff must continue to use the absence line for every day of absence.

Absence procedures – Staff (all forms available from the office)

For spells of sickness lasting four to seven days, you can self certify - use form SC2 for self-certification. Being off sick on a Friday and the following Monday would count as 4 days.

For every absence of more than seven days, you must supply a “fit to work” medical certificate from a GP or other health practitioner. Every member of staff **must** inform the school of the reason for absence on the day they return and complete a return to work form.

When a member of staff returns to school following any 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.

Absence trigger Points: The Health and Attendance policy states...

In any 6 month period the trigger points are:

- *3 separate occasions of sickness absence;*
- *A continuous sickness absence of 10 working days*
- *When an absence appears to have a recurring recognisable pattern, for example frequent absenteeism around a weekend.*

The school monitors the absence of all members of staff.

A three stage process will be followed when a member of staff reaches an attendance trigger point.

Stage 1

In the event of a member of staff reaching a trigger point - an informal meeting will be called. The colleague will be asked how the school can help them improve their attendance. An attendance improvement target will be set for a period of 5 working weeks.

Stage 2

Should the attendance of the colleague fail to reach this target, a meeting with a senior lead will be arranged to consider the issues in greater detail. An attendance improvement plan will be prepared and review dates established.

Stage 3

If there remains significant issues regarding attendance, the Headteacher will implement formal actions in line with the Health and Attendance policy.

Absence due to own children being sick or unforeseen circumstances

When staff have to take time off for their own child because of an unplanned situation (not a planned school closure) they will be paid for the first day of an absence for their child, up to 8 occasions. Staff are expected to make appropriate arrangements in the event of a planned closure to their own child's school.

Absence – learners

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

- Notify the school by telephone or email absence@greenside.herts.sch.uk as soon as possible before the start of the school day with the reason, to inform their home / school transport provider, to give the expected return date and to 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/carers and record the outcome of the call on SIMS.
- Maintain regular contact with parents/carers throughout the pupil's absence.
- Keep written notification from parents/carers on file.
- Write to parents/carers requesting a reason for absence if it has not been provided.
- Record any absences as authorised or unauthorised according to current DfE guidelines.

Annual Education, Health and Care Plan (EHCP) Reviews

Each learner will have an EHCP Review. A report will be prepared for this review and sent to parents. Parents are also asked if they wish to add their views.

The review will usually take place in school or virtually, and include all adults who care for and work with the child. Where appropriate, the child may attend the review. This is revisited and updated at each subsequent review until the student leaves school. The EHCP process is managed by office staff. The annual review/transition plan policy is available on the school's website and from the Head's office.

Behaviour Support

At Greenside we use a therapeutic approach to support behaviours that present concern. The main reasons for learners becoming dysregulated are: anxiety, processing information, sensory overload and communication, it is therefore very important that learner's emotional needs are supported with sensitivity and understanding. Staff should constantly re-examine and reflect upon their own values, attitudes, behaviours and professional training in order to appreciate the messages that they are giving learners.

Staff 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 Greenside School 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.

Incidents are recorded using an online tool called CPOMS, training and support is available from the leadership team and the behaviour team.

Staff are supported in meeting the emotional needs of our learners through training, coaching and specific guidance. In addition, a "Wellbeing" team of staff offer the opportunity to talk through issues, let off steam and discuss next steps (see Wellbeing team posters around school).

Breaks

Staff do not take a mid-morning break. If it is safe to do so colleagues may leave the class to go to the toilet or have a cold drink. They must return to their class as soon as possible.

Class staff are entitled to a lunch time break of not more than 30 minutes

Cars

The school has an accessible car and a 9 seater car which can be booked by classes using the booking forms (see front office). All drivers must have driven the car, without passengers, and ensured that a copy of their driver's license has been given to the main office.

Learners travelling in wheelchairs need to be safely secured. Booster seats will be used in accordance with height restrictions. If the vehicle is damaged in any way inform the Head.

Please remember to display blue badges correctly and comply with parking restrictions. Parking tickets will be the responsibility of the driver concerned. The driver of the minibus should complete the log book kept in the minibus for each journey.

Car Parking

The school has a car park at the bottom of Shephall Green. Planning permission for this facility was granted on the understanding that it is used by all staff at Greenside School. Parking on Shephall Green is limited. Hertfordshire County Council expect their employees will give priority to residents who have no alternative parking spaces. In the event of colleagues having difficulties accessing this car park, they must discuss this with a Senior Lead. All vehicles are parked at the owner's risk and the school will not be liable for any damage caused to vehicles. Staff must 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).

Safeguarding / Child Protection

If you have any concerns about child protection/safeguarding, please talk to the Designated Safeguarding Lead (DSL): Dawn Brown; or one of the Deputy DSPs: Michelle Bailey; Luke Simonds or Dave Victor, Laura Cope.

If a child discloses something to you about child protection issues, please record the conversation on CPOMS 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.

Community Links

The school has strong links with other schools, nurseries, colleges, associations, churches, community groups and businesses. Opportunities to develop further links are always welcomed. If you have any details or suggestions for developing links please discuss these with the Head teacher.

Communication between School Staff & Nursing Team

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

- Under no circumstances must learner'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 learners, 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.

Staff should ensure that they have up to date vaccinations (please see section below). Guidelines for changing children with incontinence needs: The privacy of learners will be respected and each learner handled sensitively at all times. Staff must wash their hands before and after changing learners and wear disposable gloves and aprons (where appropriate) at all times.

Children should be cleaned using warm water and soft tissues. Baby oil or other creams recommended by parents/school nurse can be used. All soiled clothing will be contained in a sealed plastic bag to return home. All other materials will be disposed of in waste bins provided.

Spillages of bodily fluids should be cleared up as soon as possible, isolating the area to keep other people away. Disposable gloves and aprons should be worn.

A mixed solution kept in controlled conditions by the caretaker should be used to disinfect the area after covering with absorbent paper. All material should be

disposed of in waste bins provided. The school nurse should be consulted to help learners and parents if there is a problem with incontinence.

COVID

Staff and learners who are unwell and presenting COVID symptoms should not attend school. In the event of an outbreak the school's COVID response plan will be implemented (see website).

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 unauthorised 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 are not lost
- Computers must be logged off at the end of use to prevent unauthorised access.
- Photos / images of learners must not be used on social media

(see e-safety and data protection policy)

Defibrillator

The school has a defibrillator which is located outside the hall (wall mounted) facing the dining hall. Michael Levy and the school's first aiders are trained to use this.

Dress Code

Clothing worn for school should be clean, tidy and appropriate, and suitable for the activities being undertaken. Jewellery worn should take account of the situations likely to be encountered, particularly the fact that learners may grab dangling and prominent items.

A nose stud is acceptable however facial piercings such as nose, eyebrow & lip piercings should be removed or covered for hygiene purposes when working with food. Similarly clothing and other jewellery 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 be 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. Staff are able to wear smart shorts.

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).

Educaton Health Care Plans (EHCP) Outcomes and aims

These will be discussed, agreed and presented to parents annually. Aims are subject to termly review and are tracked using 'Greenside's Assessment Cycle' found on the website.

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.

E-mails

It is very easy for colleagues to be overloaded with emails. Care must be taken not to copy those who are not directly involved (e.g. only send to all staff when it is necessary that every colleague needs to read the communication). In order to ensure that class staff are not disturbed, communication during the school day should be kept to urgent matters only.

Emails maybe sent during out of hours, but responses should be kept to a minimum after 7.00pm, at weekends and during school holidays. Colleagues may choose to use automatic messages thanking the person for their email and explaining that they are unable to respond to at the moment.

Any email messages that may infer criticism of colleagues or identify issues or concerns, must be shared with a senior lead before they are sent.

Equality

Greenside 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.

The Greenside Single Equalities Policy and Plan is available on the school website and from the Head's office and covers the following protected characteristics: Race; Disability; Gender & gender reassignment; Pregnancy & maternity; Age; Religion and Belief; Sexual Orientation; Special Educational Need; Community cohesion.

Facebook

The school has a public Facebook Page – search for:

'Greenside School' @greensidespecialschool

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

Family members working together at Greenside School

It is not unusual for family members to work together at Greenside. School leads will address communication directly to the individual member of staff. Unless there is an exceptional situation, other members of the family will not be told of the communication.

Colleagues are expected to behave in a professional manner when in school. Colleagues should ensure that any communication is addressed to the person involved and not a family member.

In the event of a concern, or a need to make an allegation, it is very important that school procedures are followed at all times. This would involve informing either the class lead, DSP and / or a senior lead depending on the circumstance. Confidentiality must be respected.

Concerns and allegations will be investigated in line with school policies and guidance. Informal discussion must not take place within the school setting. Any breaches of such guidance will be reviewed in line with the school's grievance procedures and could lead to disciplinary action.

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 familiarise 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 caretaker. Testing of the alarm bells is undertaken on a regular basis.

First Aid

School has a named qualified person who co-ordinates a team of first aiders. Injuries to staff should be treated by a qualified first aider. Staff who have completed the Appointed Persons Training for Emergency Aid have their names displayed around the school, including the staff room. However, injuries to learners need to be referred to the school nursing team. Each classroom has a first aid kit which will be checked by classroom staff and supplies obtained from first aid coordinator. First aid boxes are also available in minibuses, pool room, barn and must be taken to off-site sporting activities.

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. Accidents to learners should be recorded on CPOMS.

If the nurse considers it necessary, the injured child will be send 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, the area around the learner should 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.

The school has a defibrillator which is located outside the hall (wall mounted) facing the dining hall.

Food Allergies

The school is a 'nut free zone' as we have learners who have severe allergic reaction (anaphylaxis). Where required, epi-pens are kept in the class where the learners are based and staff will be trained to administer them.

Gates

It is very important that all gates are locked and secured **every time** someone goes through – staff should take care not to allow learners see them use these codes

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 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.

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

The Head teacher is responsible overall for Health and Safety. Michael Levy co-ordinates health and safety matters as well as overseeing first- aid.

Urgent matters relating to health and safety should be raised immediately with the Head or member of the SLT. Non urgent concerns and issues should be recorded on the clip-board outside the pool for Michael to investigate.

Home/School Transport

Home/School transport is arranged by the Local Authority. If any child leaves the school during the school day please inform the front office.

All classroom assistants must be available to escort their class learners from the buses at 9.00am. All buses are numbered and a list of learners on each bus supplied. Staff should check that children are safely positioned in the bus for home/school transport, that wheelchair clamps are in place and that loose items of equipment are secure. If there are any problems inform a member of SLT.

Specialist seats should come into school with the children, so that they are available for school journeys. Booster seats should also be brought into school where appropriate; these are stored in the lobby area.

The school will provide each bus with information about each learner, stating any significant features about that child which would be relevant for the time spent on the bus. No learner should be allowed to eat on the bus.

Illness when at school (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 learner and advise that a senior colleague telephone parents if the learner needs to be collected.

In the event of a Teaching Assistant seeing that a learner has been taken ill during the school day they must...

- Identify that a learner is feeling ill /sick / has an obvious illness
- Speak with the class teacher – if not available, the area lead or member of the Senior Leadership Team (SLT)
- Parents / carers will be called by a School Nurse or member of the SLT

In the event of a class lead seeing that a learner has been taken ill during the school day they must...

- Liaise with nursing team (or if unavailable a member of SLT as to whether there is a medical reason why the learner should not be at school)
- Parents will be called by an area lead or member of the SLT

Many of our learners present as being 'off colour' due to their medical condition, sleep deprivation, things they eat inappropriately can affect mood, and we should be mindful that there will be differing lengths of time between the presentation of symptoms and the decision taken to ask parents to collect them.

Loose stools do not always mean that there is an infection. In the event of a member of the nursing team diagnosing diarrhoea, or a transmittable infection, parents will be informed by a member of the SLT that the young person cannot attend school for a period of 48 hours.

Illness when at work (staff)

If a member of staff feels ill during the day, they should inform a colleague for support. If they are not able to continue working they must ensure that a member of the SLT has been informed.

Inclusion Activities

Greenside has developed strong relationships with mainstream primary schools. Greenside is a co-located school and has developed exceptional opportunities for inclusive learning and social activities with Barnwell School. The librarian at Barnwell Middle School is employed at both Greenside and Barnwell Schools.

Learners Charter

- *See me as a person, as a unique individual.*
- *Get to know me, let me get to know you.*
- *Use my name when you talk to me.*
- *Do not talk about me as if I am not there.*
- *Involve me in conversations.*
- *Give me time to respond.*
- *Involve me in decisions that affect me.*
- *Encourage me to make choices and try new experiences.*
- *Listen to my views however I might express them.*
- *Respect my privacy.*
- *Handle me sensitively and kindly, and encourage others to do the same.*
- *Protect my confidentiality at all times.*
- *If I am upset, I may have a pain or a problem, please try to find out.*
- *Allow me to make mistakes without undue criticism.*
- *Give me time to be successful in what I am doing or saying.*
- *Support me in difficult situations when I cannot cope on my own.*
- *When my behaviour is a problem, don't label me as "difficult" and expect the worst, enable me to achieve what I want through appropriate means.*
- *Give me opportunities to express emotions such as fear, anger and excitement in a way that helps each learner to understand and manage these feelings.*
- *Be aware of my medical needs, remember, this might affect how I respond to you.*
- *Give me opportunities to exercise and access to a good diet.*

Learning Outside the Classroom – Extended activities - Educational visits or regular timetabled off site activities

Learning outside the classroom does not have to involve leaving school grounds where additional learning activities are to be encouraged.

Teachers planning an educational visit should include office in the first instance, complete an offsite form (available from office) and risk assessment (stored on the N:drive) and submit to the a member of SLT for approval before talking to learners or informing parents.

Trip letters should be approved by the office prior to being sent home to ensure costings are accurate. Once approved a copy is also required by Finance Officer (Emma Dellow). When a form is returned with approval, permission request and funding details (if appropriate) can be sent to parents. Approval is required for regular activities such as swimming but can be photocopied and updated once initial approval has been received.

The risk assessment form should state the suggested ratio of learners to staff, which can only be varied subject to approval by a member of SLT. Risk Assessments are required before learners can be taken off site. The offsite visit form gives details of the children and staff who are not in school, times of leaving and returning. This form is used for fire drills and emergencies to check the numbers of learners, and staff in school. Please also ask a member of the office staff to record details in the school diary.

Please remember to let other classes know if the absence of the teacher, assistants or members of the class affects the activities of other classes. If classes are out for whole school day, the kitchen and office should be informed 2 weeks prior to visit, in order for lunches to be cancelled or packed lunches ordered.

Lift Platform

A platform lift enables safe access from the sensory garden to the AstroTurf / field. **This is TWO-person operation...** One person must first unlock the blue gate (code 6565) - as there is a risk of learners falling whilst the gate is open the member of staff MUST remain at the blue gate. The second person operates the lift. The power switch is a remote-control unit. This is located in the key safe in the nurse's room (code 123). Please ensure that it is returned after use (we do not have a spare!). There is a small delay from pressing the remote and the lights of the illuminated buttons switching on. There is an alarm that will sound when the platform is switched on - this stops when the lift is in motion. The illuminated blue button releases the lock on the glass door to the platform.

The illuminated green buttons are used to operate the lift - one for up - one for down.

These buttons must be continuously pressed to operate the lift - if you take your finger off the button the lift will stop.

Links with Parents

We consider contact with parents to be a vital part of the work at Greenside School. Home/School books and emails 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 parents items to be included. Teachers can also communicate through their school email address. Items of a personal or confidential nature should not be included in these communications and the Head teacher should be consulted over these items.

Wherever possible, learners should be expected to look after their own books or have them in their school bag.

Lunches – staff

Adults who wish to have a school dinner must order their meal via an email request before 9 o'clock.

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 TA's can claim $\frac{3}{4}$ hour overtime. All staff are able to claim a drink allowance of up to £2.50 per adult per day (Please note: there is no overtime or drinks allowance for a part day trip). If staff work a double lunch they are entitled to receive a duty meal (free of charge).

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 the SLT. Staff should take care when calling parents/carers on their personal mobile phones and where necessary seek advice from a member of the SLT.

The following guidance from the Local Authority (LA) should 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, when at least one mobile number must be included on the offsite form (kept in reception).

Moving & Handling

Staff are required to handle and move equipment and some of our learners many times a day and all staff are required to complete their moving and handling training before assisting with the movement of physically dependent learners. 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.

Individual risk assessments give details of how each learner should be moved and the size and types of equipment to be used with that learner. Staff should ask for the risk assessment to be reviewed if there is a change in the learner's needs or equipment used or if they feel the learner should be moved in a different way. Moving and Handling Training is delivered in school and staff should be aware of the Moving and Handling Policy available on the school website.

The Headteacher oversees the delivery, completion and adherence to moving and handling training and individual risk assessments. Moving and Handling training at Greenside School is based on the principles of biomechanics and staff working in an ergonomically efficient way.

Staff should remember the following principles when moving equipment or transferring a learner:

- To use the centre of gravity
- To keep a stable base of support
- To keep external levers short Before each move consider:
 - The task eg. where do you want to move the object or learner from and to?
 - The load eg. information about how heavy the object is, individual capability, or if a learner has any particular considerations such as a gastrostomy tube, body brace or has seizures.

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 jewellery to avoid scratching
- Equipment with wheels should be moved to the handling point
- Assess your own ability to complete the move

Staff should always ask our moving and handling specialist, Rob Grundy, if they have any questions or require further training in any procedure they do not feel confident in completing.

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.

If the child is likely to have an anaphylactic reaction the classroom staff must have epipens within close reach at all times.

Minibuses

The school has 4 minibuses, which can be booked by classes using the booking forms. All drivers must have undertaken a test and obtained a Herts. Drivers Permit, which need to be renewed every 5 years. Learners travelling in wheelchairs need to be securely clamped down to the minibus floors. If you are not confident that a child is secured safely please seek assistance from another member of staff. Booster seats will be used in accordance with height restrictions.

If a minibus is damaged in any way inform the Head, or caretaker. Please do not leave minibuses where they may obstruct the transport at the end of the afternoon.

Remember to display blue badges correctly and comply with parking restrictions. Parking tickets are the responsibility of the driver. The driver of the minibus should complete the log book kept in the minibus for each journey.

Nut Free School

Due to the medical needs of some staff and learners Greenside is **NUT FREE**. Staff must not bring into school items that contain nuts.

Occupational Therapy (OT)

The therapist will liaise with class teachers to provide assistance with individual learners' needs.

A technician supports the OT, parents and staff. Specialist equipment is kept in the therapy room.

Planning, Preparation and Assessment (PPA)

PPA is time set aside for teachers and tutors during their timetabled teaching day to allow them to carry out planning, preparation and assessment activities.

PPA is 10% of teachers'/tutors' timetabled teaching time but not of other directed time. In most full time cases this entitlement will correspond to approximately 2 hrs per week.

The School Teachers' Pay and Conditions Document specifies that in order for the time to be meaningful 'it should not be allocated in short blocks, for example ten to twenty minutes'. At Greenside School PPA is allocated in blocks of no less than 30 minutes. The teaching timetable of a Early Career Teacher (ECT) should not exceed 90% of the time. ECTs are entitled to PPA time as 10% of this reduced timetable. Staff undertaking the Schools Direct initial teacher training scheme will have released to spend 1 day at University. Their PPA entitlement is 10% of their actual teaching timetable (4 hrs). Part-time teachers are entitled to a minimum of 10% of their timetabled teaching time for PPA in the same way as their full time colleagues. The position of supply teachers depends on the nature and duration of their engagement.

Temporary members of staff whose work includes preparation, planning and assessment of the classes which they take, should receive PPA time on the same basis as permanent teachers.

Class leads are entitled to PPA. In the event of PPA being cancelled (due to staff cover requirements) the senior leaders will ensure that this time is made-up.

Teachers and tutors can notify the SLT of any outstanding PPA via email. If planned PPA falls when a teacher or tutor is engaged in training, on an annual review or other meeting/or when the member of staff is absent, this allocated PPA time will *not* be made-up. Should the term start or end with a working week of 3 days or less there will be no PPA in this period. Other reasons for missed PPA times can be communicated to SLT via email.

Parents, Staff & Friends Association of Greenside School (PSFA)

The PSFA is a registered charity (279369) and supports the work of the whole school providing resources and opportunities that are regarded as being beyond the scope of the LA.

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 the first aid Team who will advise contacting the appropriate medical team (A&E/ GP) immediately. The Head is responsible for notifying the LA and the Health and Safety Executive if required.

Personal Possessions

Personal possessions should not be left unattended. Valuable items can be locked away in school lockers. Lockers can be obtained with a £10 refundable key deposit from the admin office. The school will not accept liability for loss or damage to personal possessions brought onto the premises or taken on school outings.

Phonics (+ Literacy resources)

Phonics is an important aspect of the development of communication and literacy. Phonics is taught to every learner throughout the school.

A shepherds hut (located on the field, behind Buttercup class), provides our main library. In addition, there is a fully accessible display of books in dining room. Books are an important resource in all classes.

Greenside uses the following reading schemes: Dockside; Oxford Reading Tree and the Little Wandle phonics resource (all located in the shepherds hut). The school subscribes to the Lexia online reading scheme.

Primarily designed for learners who have PMLD, Greenside has sensory stories (developed by Joanna Grace) and Bagbooks (both located in the shepherds hut).

Many classes use the library at Barnwell Middle School as well as Stevenage Library (located at the town centre).

Laminated / QR cards, link YouTube presentations of individual books (located in the display in the dining room). A wide range of story books are stored in the wooden shed (Barnwell Middle School – behind Oak class).

Physiotherapy

The school physiotherapist will devise care plans for individual learners, advise on motor programmes for learners and arrange orthotic provision for learners.

Play

Play offers opportunities for every child to learn, form relationships and have fun. Most learners at Greenside do not know how to play – we have to teach them by our example. Throughout each play session staff need to focus on and engage with all learners.

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 organising play activities involving their colleagues.

If you have any ideas on how to improve playtimes for learners please let the area lead know – we welcome suggestions.

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 safe use of equipment and interaction with other learners.

The lower play can be accessed via either:

- A wooden gate in the main playground (behind the roundabout). This gate must be locked whenever the lower play area is not in use (code 6565)
- The gate off the field, near the Portacabin store. This must be kept shut; it has a combination lock (Code 197).

The play area can be used by one child with one adult (1:1) as long as individual risk assessments allow. If more than one child uses the area there must be at least 3 adults in the Lower play area.

One must supervise the drum swing; the other 2 must supervise the climbing structure.

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.

Remote (Home) learning

We recognise that due to long term medical conditions some of our learners are unable to attend school based provision. Greenside ensures appropriate learning opportunities are maintained, these are tailored to the needs of each young person and their family.

Home learning activities are set for those learners who are able to benefit from these opportunities. The wishes of parents/carers are an important consideration. Greenside School's website has a range of videos explaining opportunities for home learning. Resources accompanying these may be delivered to the homes of learners.

In addition, learning objectives and strategies are shared at consultation meetings to assist parents and carers support learning at home. Parents/carers can access Lexia and other online websites that Greenside subscribes to. See class teacher for more details.

Respite Care

The Social Services Department or individual parents organise respite care for some of our learners. Respite arranged by Social Services is recorded on the transport information sheet by the reception desk. Parents are asked to inform school in home/school book of any private arrangement, details of which should be forwarded to the main office.

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 a kept in the Head's office. Staff can access this at any time.

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 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).

Volunteers and staff can ask for a member of the LT or the IT technician to support them to use 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 SLT 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).

Reporting and recording a Restrictive Physical Intervention (RPI).

RPI's may only be used to reduce the risk of harm. (*see behaviour policy*)

RPI's can only be used by those who have successfully completed the appropriate Herts Steps accredited course. (*see RPI policy*)

All restrictive physical interventions must be recorded in CPOMS and in the RPI book (located in the Head's office).

The use of RPI tick box should be checked and then recorded - on the day that the intervention was used - in the bound and numbered book, which is kept in the Head's office. The Head or a member of the SLT will notify parents.

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 their area lead; Inform a member of the Senior Management Team (SLT).

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 SLT 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.

School Diary

The school has an electronic diary which can be accessed via the class iPads or email settings (see the technician for help to access this). MSTeams will notify you if you have an open invitation. Every member of staff ensure should ensure that any appointments or activities they are involved in are recorded in the school diary.

School Fund

Any monies collected for outings/activities etc. must be passed to the school office for recording in the school funds. Expenditure can be re-claimed using a form available from the school office. Expenditure over £10 should be preauthorised using a form available from the school office, which is then submitted with proof of purchase for reimbursement. A valid VAT receipt must accompany all claims for reimbursement. Amounts over £5 will be paid by cheque.

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 Stationary Resources

Stationary resources are located in the dining hall.

Security

All adults at Greenside must wear a lanyard at all times. Members of staff will be issued a personal lanyard, featuring a photograph and DBS number. Visitors who are able to show a current DBS certificate will be issued with a green lanyard. Those who do not have a DBS certificate will be given a red lanyard and under no circumstances are to be left alone with learners.

Entrance to the school is carefully controlled and monitored. Visitors are required to sign in and receive a temporary pass. It is staff responsibility to record when they exit the building during the school day.

All items of significant value will be security marked and recorded in the school asset register. Users of dangerous or high value items shall be responsible for securing them on completion of use.

There are combination padlocks around school grounds. The code numbers may change, please ask in the office or check with the caretaker.

No one should be on site without permission and staff should be aware of unidentified people around the school and be prepared to challenge them or report their presence to the Headteacher. The 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:

- Email / SMS message
- The school website,
- School Facebook page 'Greenside School' @greensidespecialschool

A snow day is when the school is closed in order to ensure the wellbeing of our learners. A snow day is not an additional holiday. Due to the nature of the Greenside school site and the needs of the learners, Greenside is more likely to close to learners than other schools. This does not mean that staff cannot come into school to engage in aspects such as: preparation, training, organisation and cleaning of resources, meetings, assessment and designing wall displays etc.

Arrangements at Greenside will reflect those of other special schools in Stevenage.

The position of the public transport and mainstream schools in the town will be used as an indication of the severity of the weather and expectations for staff.

In the event of severe weather, when the whole public transport system is significantly affected and the majority of schools in Stevenage are shut.

Greenside will be closed for both learners and staff.

If it is safe to do so, caretaking staff will be expected to come in at some point during the day to clear snow in preparation for the reopening of the school.

Teachers, tutors and administration staff will be expected to work from home and would be available during the hours of 8.50 and 3.30 for email correspondence.

When the school is closed for both learners and staff: All staff will be paid.

When the majority of schools in Stevenage are open and public transport is running: All staff (with the exception of MSA's) will be expected to come into school. This will be for a shorter day (10.30 – 2.30) to allow additional time for travel. In the event that of a member of staff being unable to come in as a result of their children's school being closed, the LA's 'care for children' policy will be followed. The decision regarding closure will be communicated via parent mail and email. There will be 2 messages –

1. Before 7.45 am notifying everyone of a closure for learners
2. Before 8.55 notifying as to whether staff are expected to come in.

Smoking and Vaping

Smoking and Vaping is not permitted anywhere on the premises of Hertfordshire County Council Schools. Smokers must not to smoke in front of the school (From Bungalow 45 to the old farmer's house next to The Barn). Staff are responsible for ensuring that they do not litter the green with their cigarette butts. (many complaints have been received from residents). In order to support colleagues, the school has some pocket ashtrays that staff can use.

The chewing of gum by staff is not permitted during the school day. However, exceptions will be made for colleagues who are using gum as part of a programme to give up smoking. In such circumstances, colleagues must first inform a senior member of staff of their intention to chew gum.

It is recognised that vaping and e-cigarettes are very different from smoking. However, some people find the cloud that e-cigarettes emit unpleasant. In line with Herts CC policy, e-cigarettes must not be used in school, including the staff room.

Social media

The term "social media" refers to the tools which use web and mobile based technologies that turn communication into active dialogue. Social media tools can include: collaborative projects such as Wikipedia; blogs and microblogs such as Twitter and BlogSpot; content communities such as Youtube and Flickr; external social networking sites such as Facebook and LinkedIn; and internal social networking sites such as WhatsApp.

At Greenside we recognise that social media can offer many professional benefits:

- an ability to communicate our services and celebrate achievement
- a means for engaging with the wider community
- opportunities for professional networking across geographical boundaries
- sharing information and participating in interactive discussions.

In addition to the benefits, it is important that everyone is aware of the potential risks involved; inappropriate or misguided usage can pose risks to confidential and proprietary information and reputation and can jeopardise compliance with legal obligations. Therefore, the same ethical and legal obligations that staff must adhere to professionally also apply to your conduct in an online environment.

When engaging in social media activity, staff must adhere to the following principles:

- Do not share information regarding learners or their families.
- Do not raise concerns that are of a sensitive nature
- Do not criticise others (WhatsApp / Facebook etc)
- Behave in a way that maintains the trust of parents, carers, colleagues and members of the public

Staff must not disclose confidential information, harass or discriminate against fellow employees, defame or disparage the school. The law of defamation allows persons who consider their reputation has been, or may be, harmed by statements made by others, to sue for damages or prevent the making of those statements.

Use of WhatsApp

Particular care should be taken in the use of WhatsApp. In many different businesses and organisations problems have arisen as a result of colleagues quickly expressing a thought or feeling via a medium that may not allow the person time to consider the impact of what they are communicating will have on others.

There are many examples when something has been stated on WhatsApp in a way that would not have been expressed in a meeting or discussion. In some instances, members of a particular WhatsApp group have been associated with views and opinions that they may not share.

The policy of the school to colleagues using WhatsApp and other closed “friends” group is to be careful, measured and professional. Who should I be “Friends” on Facebook with? At Greenside School we recognise that it is appropriate for staff to be a genuine friend with a parent or carer. However, social media can place pressure on colleagues to “like” or “friend” someone. In order to support colleagues, the following policy is in place: Staff are advised not to establish new “friends” with parents and carers and should not feel under any obligation to do so.

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.

Sports & Swimming

The swimming pool manager oversees all policies and risk assessment arrangements relating to the school pool. The caretaker undertakes regular checks throughout the school day.

The caretaker, assistant caretaker, pool manager and Head teacher are trained in pool maintenance and are able to undertake water quality tests. Learners who are able to swim progress to use the facilities at Biggleswade.

Staff who wish to bring their own children into school

Staff are expected to make alternative arrangements for the care of their own child in the event of their child's school having a planned closure e.g. INSET.

These guidelines seek to ensure the safety of all concerned and reduce possible impact on learning.

- Staff are only able to bring their child into school at the discretion of a member of the Senior Leadership Team (SLT).
- Staff are responsible for their own child at all times.
- Staff are responsible for the behaviour of their child.
- Staff must ensure that they are still able to fully fulfil their working duties
- Staff must ensure that their child does not go into the staff room.

It is important to note that there may be classes where it would more be difficult to accommodate a visiting child than others and this will inform the decision of the member of staff. Only under exceptional circumstances can a member of staff bring more than one child at a time into school. Only under exceptional circumstances would a child under the age of 5 be permitted to be in school for the whole day.

Staff cycling to work

Staff are encouraged to cycle to school. Storage for bikes is located the covered area next to bungalow 45. Each person is responsible for ensuring that their bike is locked and secure. Herts runs a cycle to work scheme. E-bikes may be stored in the school building (owners should discuss needs with the Head).

Staff Meetings

Class team meetings are held each Wednesday from 3.30 – 4.25. Teachers, tutors and nursery nurses have scheduled meetings each Wednesday from 4.00 to 5.00 pm

A briefing meeting is held via Teams every Wednesday morning mornings from 8.45am. Every member of staff is welcome.

Extended staff meetings for assistants maybe arranged with at least 4 weeks' notice. Overtime is paid.

Staff Room

The staff rooms and staff toilets are located around the school and the main staff room is behind the school hall. Hot and cold drink making facilities are available where you can bring in and make your preferred beverage. Microwaves, toaster, fridge and water cooler are also available. The staffroom is for everyone, whatever their role.

Students and visitors may use the staff room. Learners from secondary schools undertaking work - experience placements should have their dinner/breaks with our learners, children of staff visiting the school (under the age of 16) should remain with their parent and not come into the staff room.

In our staffroom there is sympathy for colleagues with work or family problems, congratulations when things have gone well and a good blend of serious educational discussion.

Students on college placements are allowed to use the staff rooms. Learners under the age of 16 on work experience should remain with their allocated class throughout the day, and eat their lunch with their class.

Students on placement

The school is asked to support students from local schools and colleges who need placements in a special needs school.

The class lead will support the student and organise their work. If the student requires more support for their work the Head teacher will arrange additional discussion sessions with the student.

If a class teacher is concerned about the student, a member of the leadership team or Headteacher should be consulted. Students should never be left alone with learners or allowed to take learners out of the school building by themselves.

Swearing

The use of foul and abusive language is not allowed in any part of Greenside School (including the staff room and school grounds). Swearing will lead to disciplinary action being taken. The only exception is in structured meetings when it may be appropriate to report the words that a learner, parent or carer has said.

Tattoos

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

Teaching and learning

Key features leads expect to see when visiting lessons	
Planning, Preparation Assessment	<p>High quality teaching and learning is enabled through:</p> <ul style="list-style-type: none"> - Medium term planning is current and shared on the N drive - Timetable is followed – variations explained - Tidy learning environment supports engagement and transitions - High quality, range and organisation of learning resources - Class team know the learning goals for the lesson and each learner - Learning objectives (including EHCPs) are either displayed or explained to staff / learners - Progress and achievement is recognised, recorded, shared and celebrated. - The whole team contribute to on-going assessment (including the use of EFL tool). - Teaching Assistants (TAs) know what is expected on them and work effectively as a team - Planning enables teaching Assistants to work with small groups and individual learners
Use of time	<p>Engagement and progress is enabled through:</p> <ul style="list-style-type: none"> - Appropriate pace, - Learning activities enable challenge, purpose and fun - Waiting time is kept to a minimum through learning activities being undertaken in small groups or individually - Adults follow what gains the attention of learners
Independence	<p>Progress and achievement is enabled throughout the whole day in every activity through:</p> <ul style="list-style-type: none"> - The whole team are focused on learners undertaking tasks themselves (focus on process not product). - Learners given opportunities to make choices.
Communication	<p>Learners emotional, sensory processing and learning needs are met through:</p> <ul style="list-style-type: none"> - The effective and consistent use of Augmented Assisted Communication (AAC) by the whole team related to the specific needs of each learner, including signing, use of visual cues and IT.

Tutors development and support Programme

At Greenside, the role of tutor has been developed to support professional development opportunities for Teaching Assistants (TAs) and other staff who do not hold Qualified Teacher Status (QTS). Tutors take the lead in a designated class group under the supervision of the Phase Co-ordinator and with support from the Tutor Development Lead. Those employed as Tutors have a variety of experience and skills upon which to build. Tutors receive a combination of the following training and support:

- Tutor development sessions delivered as part of the school INSET programme
- Ongoing day-to-day support from Phase Co-ordinators, qualified teachers within the Phase and the Tutor Development Lead
- Individualised support and training based on the development needs of every tutor at each stage of their career.

Tutors are expected to work towards achieving the Greenside Tutor Standards (Appendix 3 of the Tutor Appraisal Policy). The Tutor Standards are adapted from the Teachers' Standards to reflect the responsibilities of the role. There is also an expectation that all those employed as Tutors will work towards an application to participate in the 'School Direct' teacher training programme with the long-term aim to become a qualified teacher. Tutors are supported to apply for the School Direct programme by the Assistant Head. Tutors undertaking degree courses are not expected to enrol in the School Direct programme until completion of their degree.

Greenside provides a Tutor Appraisal Policy and the Tutor Development Action Plan. All Tutors receive initial training through Tutor Development Sessions delivered as part of the school's INSET plan.

Development sessions focus on key aspects of being a successful Tutor, including:

- Identifying meaningful learning objectives based on learners' EHCP aims and outcomes and the relevant assessment framework
- Effective planning to address learning objectives, secure engagement and ensure progression within learning experiences and across sequences of learning
- Balancing timetables to ensure appropriate curriculum coverage whilst meeting the individualised needs of each cohort
- Effective use of additional adult
- Creating an enabling learning environment
- Effective use of assessment for learning.

Alongside training, Tutors receive in-class support sessions from the Tutor Development Leads to model good practice and identify areas for development. The number of in-class sessions is tailored to individual Tutors according to their development needs

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), COVID, 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 and complete a track and trace form. Visitors must be given a lanyard to wear. Green = we have seen a valid DBS - Red = they should be escorted at all times while on school grounds.

Volunteers

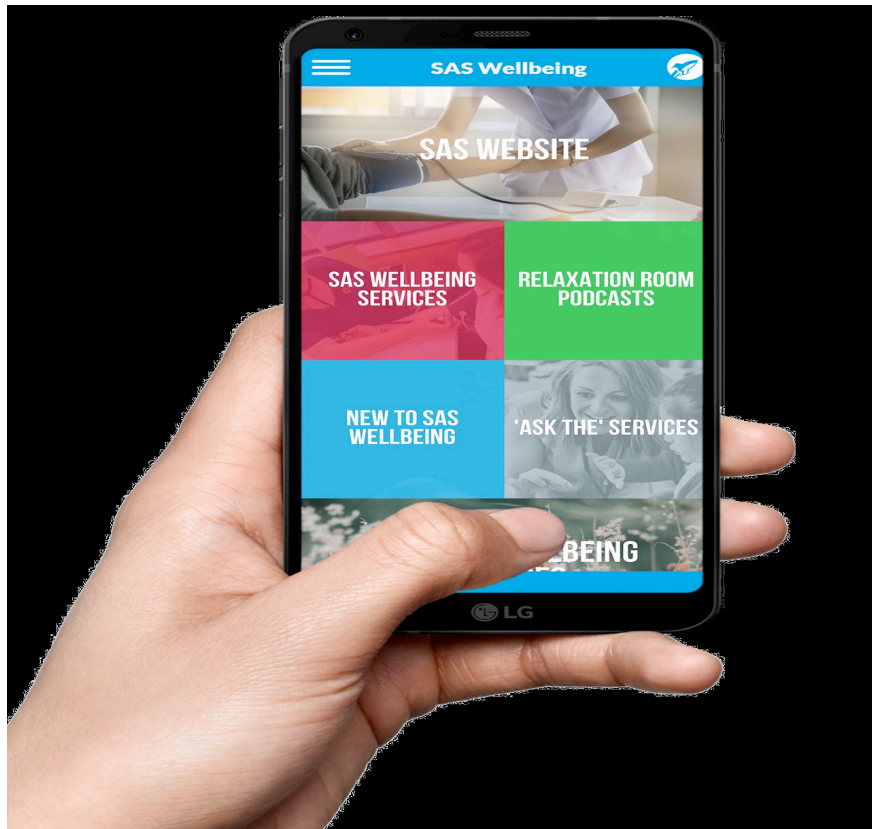
The school welcomes volunteers who can bring additional expertise into the school. Any regular volunteer work should be for agreed specified periods and for specified areas of work. The Head teacher will assess any applications and invite the volunteer into the school for a discussion. References will be taken up and a satisfactory DBS check in place before any volunteer can assist in school. The volunteer would work under the direction of a class teacher or member of the leadership team. All volunteers must receive safeguarding training. Volunteers should never be left alone with 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. Volunteers aged 16 or under must complete a young persons risk assessment.

Wellbeing of staff

Wellbeing is an entitlement for all members of staff at Greenside, including senior leaders. In order to ensure that the well-being of staff is part of everyday routine and practice of our school, wellbeing must be modelled, managed and led proactively. Every member of staff contributes this process. Senior leaders ensure that contrastive proposals are acted upon and seek feedback regarding their impact of the actions taken. We have a staff wellbeing team. This is led by Mandy Wheelhouse, who is a mental health first aider. **Greenside subscribes to a wellbeing service which offers...**



Staff can access these wellbeing services by downloading the SAS app



or calling **01773 814 403**

Wellbeing Team

At Greenside it is recognised that staff need the opportunity to talk through issues, let off steam and discuss next steps. Our Wellbeing team of staff offer this important service. The members of this team are: Mandy Wheelhouse, Rob Grundy, Carol Taylor, Carol Jackson, Laura Gourlay and Abbie Dutton.

Work life balance - Guidance on contact with colleagues out of school hours

Our work is often intense. It can be very rewarding and enjoyable. It can also be being physically and emotionally exhausting. It is important when we go home that we all have the opportunity to leave our work behind us. The wider use of information technology makes it harder for everyone to become unavailable. Emails and messages can arrive during the evening and weekend and often we feel obligated to respond. These guidelines seek to provide clarity on expectations regarding contact with colleagues about work out of school hours.

- Telephone calls and text messages about work should only be used in an emergency (unless both parties have previously agreed to this).
- Facebook, Twitter, Instagram and other social media platforms should not be used to discuss school work or to contact colleagues.
- Care must be taken in using direct messaging services (Such as Facebook Direct and Twitter DM) - both parties must have previously agreed to this before this method is used.

- Emails may be sent during out of hours, but responses should be kept to a minimum after 7.00pm, at weekends and during school holidays. Colleagues may choose to use automatic messages thanking the person for their email and explaining that they are unable to respond to at the moment.

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 familiarising 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.

Appendix

Teaching Assistants – Guidance

This appendix addresses:

1. **Whole school expectations**
2. **Contracts**
3. **Pay grades**
4. **Progression**
5. **Performance management**
6. **Career development**
7. **Training and meetings**
8. **Risk assessments / Light Duties / Phased Return to work.**
9. **Additional employment**

It should be read with the TA guidance summary, TA person specification / job descriptions.

Teaching Assistants (TAs) make up the majority of staff employed at Greenside School and play a crucial role in all aspects of our specialist provision. Teaching Assistants have a very wide range of experience, training and qualifications. All bring their own qualities and skills.

Every Teaching Assistant plays a key role in enabling learning and development in each of the 4 areas of our curriculum: My Body, My Communication, My Thinking and My Wellbeing. All Teaching Assistants will contribute to assessment, including the use of the Evidence for Learning assessment tool. Each Teaching Assistant is expected to undertake recording, including the use of the on-line recording tool known as CPOMS.

The performance of a Teaching Assistant at Greenside School will be judged on the impact they make: on the enjoyment, welfare and learning of each young person, as well as their ability to work as part of a team.

1. Whole School Expectations

Every Teaching Assistant is expected to be willing and able to work in every class and with every learner, as well as supporting all aspects of the curriculum, including swimming. Teaching Assistants who are unable to support the full curriculum, including swimming, must write to the Headteacher to request a meeting. The Headteacher will arrange a meeting and will consider the specific circumstances and will identify support that the school can provide in order to enable the colleague fulfil their full duties.

2. Contracts

Greenside is a Local Authority (LA) community special school. Every member of staff is an employee of Hertfordshire County Council. The majority of Teaching Assistants work a 30-hour week, term time only. Teaching Assistant salary is paid pro-rata over the whole year. Some Teaching Assistants undertake additional work, such as supporting after school clubs for which they will be paid. The number of learners attending the school, together with the significant range of needs means that the number of Teaching Assistants at Greenside will vary from one term to the next. The school budget relates directly to the number of learners on role.

To enable a degree of flexibility and ensure that the school does not have to enter into redundancy procedures, assistants will be engaged on a variety of contracts, from “casual” (paid for the day that is worked), fixed term (up to 12 months) and permanent.

Governors are directly involved in the appointment of Teaching Assistants for permanent positions. The Headteacher may appoint a Teaching Assistant for up to 12 months without first consulting with governors.

3. Grades

Teaching Assistants are employed on the pay grade range used by Hertfordshire County Council, known as “H” pay grades. At Greenside, the range for Teaching Assistants is H2 to H5. The initial starting grade will reflect relevance of qualifications, experience, grade at previous employment etc.

4. Progression

Greenside employs a number of staff who work in the classroom, all of whom have different levels of experience and support learning in a range of ways. This document guides an employee to understand what is expected of them at their current level, what other ‘grades’ expectations are and how to progress further.

Some roles involve ‘teaching’ elements. While there is clear guidance for Qualified Teachers, unqualified teachers and Tutors are used at Greenside to ensure we offer experiences and personalised learning opportunities to all our learners.

The pay progression document includes a summary of expectations which outlines the difference between roles in the school. This is an important document and used in recruitment, assessing an employee’s ability and if concerns are raised about practice.

Teaching Assistants (H2/H3/H4).... The difference: - on commencing employment at the school a starting ‘grade’ is set, depending on experience and role. Each ‘grade’ has a number of pay points within. A Teaching Assistant starting say in, H2, would move through these pay points (every two years) subject to performance and attendance data (gathered during the Appraisal cycle). At the top of the scale, progression would stop.

To move beyond a pay grade, a TA needs to apply (see below) and show they can meet the required expectations in another pay grade. This process does not have to be at the top of a pay grade, for example you could apply to move two pay grades – if you believe you can (and the school needs) an employee at that position. This means that although progression within a pay grade may seem slow (biannual pay scale moves) a determined Teaching Assistant could move up the pay grades through gaining experience in a shorter time period.

Class leads (H5/unqualified teachers).... How?

Small classes at Greenside can be led by an unqualified teacher (class lead), supported by a qualified mentor and this is a good way to gain experience before

training to become qualified. The H5 role is that of a class lead (Tutor), you will be expected to lead a class and meet the Tutor Standards (see progression doc)

H5 role is seen a transitional role to becoming a Teacher, many complete part-time degrees or apply for teaching training within three years of starting a H5 role.

Unqualified Teachers are those H5 Tutors who, for many reasons, do not train to become teachers but can lead a class well. It is grade with a number of pay points within it, as with Teaching Assistants progression through the pay points occurs every two years subject to performance and attendance.

How can I apply to progress up a grade?

Any Teaching Assistant/Tutor can apply to move a grade in May each academic year. An employee would need to write a letter explaining why they want to progress, how they have performed to demonstrate they have the experience to move to this grade and how they commit to fulfilling the expectations of the grade. At the end of the application window, a decision will be made by the Headteacher and communicated back to the employee, with feedback. If an employee wishes to appeal this decision, they are to follow processes outlined in the Pay Policy.

5. Performance Management

All Teaching Assistants who are on a fixed term or permanent contract will be part of the school's performance management process. This process is led by the Teaching Assistant's line manager (normally the teacher or tutor). Targets will be set and reviewed. The Teaching Assistant can request specific support, coaching and / or training related to their targets.

6. Training and meetings

All Teaching Assistants will be expected to successfully complete a range of training including: safeguarding, health and safety, communication and behaviour support (Herts Steps).

Training may take place on a specific closure day (INSET day) or after school (normally Wednesday up until 4.30: occasionally 5.00). At least 4 weeks' notice will be given. All teaching Assistants are expected to contribute to class team or whole school staff meetings. These take place each Wednesday until 4.00 pm.

7. Risk assessments

Any member of staff who has a certified medical condition that may affect their ability to carry out their expected duties must have a specific risk assessment agreed with the Headteacher. It is probable that the Occupational Health (OH) service of the Local Authority will be asked to contribute to this process.

8. Light Duties

In some circumstances, a medical practitioner will recommend that a Teaching Assistant return to work on "light duties." This has to be on a short term basis (of no more than 4 weeks) with the clear expectation that they will be able to then return to their full role.

Light duties will relate to a review of their class duties. Only in exceptional circumstances (such as an absence of a member of the administration team)

would a Teaching Assistant, who is on light duties, be asked to work in the school office.

9. Phased Return

Medical practitioners may recommend that a Teaching Assistant returns to work on a phased return basis (either a part day / and or a part week). A phased return will be on a short term bases of no more than 4 weeks with the expectation that the member of is able to resume their full duties. Since 2018, it is the policy of the Local Authority (LA) that staff will only be paid for the time that they are actually working when on a phased return. (Therefore if a member of staff's phased return is just for the morning, that person will not be paid for the afternoon).

10. Additional employment (including home / school transport)

Teaching Assistant conditions of service are regarded as part-time. It is therefore recognised that many will undertake additional employment. The school does not have to be notified of this unless it directly affects the person's availability during contracted hours (such as working as an escort on home / school transport).

Teaching Assistants wishing to undertake such work must first request, in writing, permission from the Headteacher. Permission will not be granted if this additional work means that the person is unable to attend staff meetings and training. Teaching Assistants undertaking work on home / school transport will make up their time in lieu by not receiving overtime for training days and extended days.

In the event of a Teaching Assistant who works on home / school transport, being absent from their TA work, it will be assumed that they will not be able to undertake their additional employment, unless exceptional circumstances have first been agreed with the Headteacher. Failure to do so will lead to sick pay being suspended and could result in disciplinary action being taken.

