

ST. ANNE'S SCHOOL AND SIXTH FORM COLLEGE AND RESIDENCE



STAFF GUIDANCE NOTES

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INTRODUCTION

I hope you will find the information in this guide useful. This guide is designed to give a basic outline of school procedures and **NOT** a complete and comprehensive overview of policies and procedures which can be found on the school website and / or server. It should be used as a starting point for information and supplemented with more in depth information as necessary.

GENERAL INFORMATION ABOUT ST ANNE'S

St Anne's school is an all age, 2-19, SLD School situated on the west side of the City of Hull. The school is designated 102 places. Currently we have 140 pupils on roll. The school was built in the 1970's and over time (funds and space permitting) has adapted to an ever changing cohort. St Anne's is classed as a day school with residential provision. The residence is open 48 weeks of the year closing for only two weeks in the summer. There are eleven class groups in the Main School and three teaching areas in the Sixth Form. Each class has a Teacher and at least two Teaching Assistants. Some pupils in school have a Named Teaching Support Assistant. Pupil intake is from a wide area across the East Riding including Bridlington, Withernsea and Goole.

The school has a range of facilities. It boasts a Hydrotherapy Pool, Sensory Room, Sensory Garden, Trike Track and two outdoor play areas with safety surfaces. We have strong links within the Hunsley Partnership of Schools (South Hunsley Academy, Swanland Academy, North Ferriby Primary School, Welton Primary School, Brough Primary School, Elloughton Primary School, South Cave Primary School and North Cave Primary School) for work placements and inclusion links.

The Hessle Federation work closely with St Anne's Sixth Form and support the timetable providing the use of mini buses and staff to support the extended curriculum when possible.

All pupils have a Statement of Special Educational Needs which is being transferred to an Educational Health Care Plan (EHCP). This highlights each pupils needs with regard to Education and Health and the provision needed to support those needs effectively.

ADVERSE WEATHER

During ice and snow, the premises team will endeavour to clear and grit a designated footpath into the school, sixth form and residence. All staff should keep to the areas that have been treated for safety. Every attempt will be made to keep staff safe and to have as much of the walkways clear of ice at all times.

Due to its size, the car park is a particularly vulnerable area and it is not always possible to fully clear it of snow or to grit it. Staff should therefore take extra care when leaving their cars and getting to the paths.

AIMS AND ETHOS

The Aims of the School Curriculum

- To enable pupils to communicate and interact with others
- Enable pupils to express preferences, communicate needs, make choices, make decisions and choose options other people act on and respect.
- Prepare pupils for adult life in which they have the greatest degree of autonomy.
- Increase pupil's awareness and understanding of their environment and of the world.
- Encourage pupils to explore, to question and to challenge.
- Provide a wide range of learning experiences for each pupil in each key stage suitable for their age.

The Ethos of the School

Every person employed at St. Anne's, paid or voluntary, wherever they are, whoever they are with, whatever they are doing, has these fundamental responsibilities in their involvement with children:-

- Valuing pupils as individuals
- Treating children with dignity and respect
- Caring for pupils first
- Keeping pupils safe.

ASSEMBLIES

Lower school assembly Monday 3.00 pm

Upper school assembly Friday 3.00 pm

ANNUAL REVIEWS

Teachers are required to update the pupil's Educational Health Care plan annually for every pupil in their class. At the start of the academic year a list of review dates and a deadline date for the review to be checked is given to all staff involved in the review process.

A class teacher may discuss a pupil with you to gain further information for the plan e.g. Personal care.

AUGUMENTATIVE COMMUNICATION

A range of communication strategies are used with pupils at St Anne's school and Sixth Form. These include sign Language, body signs, symbols, PEC's, speech, written word and intensive interaction. Pupils' needs are assessed usually by a Speech and Language Therapist (SALT) to determine the best strategies for meeting their language and communication needs.

BIRTHDAYS

Class teams usually display a photo of a child on the day of their birthday on the main school door with an appropriate Happy Birthday banner as well as the class door so others can celebrate the child's birthday.

BREAK TIMES

Staff breaks are to be taken between 10.30-11.00am.

NB. Pupil break times are seen as an integral part of the pupil's programme and they should be structured according to the pupil's needs and designed to extend the pupil's levels of independence.

BULLETIN

Each week a news bulletin is produced sharing information about the weekly events in school. Each class receives a copy and a copy is put in the staffroom.

Events may change at short notice so please check.

CAPITATION

Each year all classes will be given a capitation allowance. The teacher will decide how this money is to be spent.

CHRISTMAS PRESENTS

It is customary for each pupil in the school to receive a Christmas present appropriate to their age and ability. An amount is agreed and relayed to staff through department meetings. Class teachers usually co-ordinate the present buying for their class. Through the SMB the use of catalogues and the Book club can be used. All receipts are required to reclaim monies spent. Some staff use the book club to purchase presents.

CLASS MONIES

Any class money needs to be recorded to ensure mistakes are minimised. Each class develops its own system this is best discussed with Heads of Departments.

CLASSROOM TIDINESS

A member of the premises staff will clean the classrooms either each night or each morning. Time is limited, so to assist in maintaining a high standard of cleanliness please ensure that all tables are cleared of equipment unless otherwise agreed with premises staff, windows closed, blinds at windows are closed each evening and chairs are stacked. As far as possible all work surfaces should be clear so they can be wiped down. If you need to work in your classroom please ensure that this is not impeding upon cleaning time.

COMMUNICATION AND INTERACTION

St Anne's School is committed to supporting all pupils to enable them to become effective communicators. We work closely with expert SALT professionals to provide the most appropriate system of communication for all pupils. Training for staff and parents is provided by SALT and staff from St Anne's to ensure a seamless and consistent approach across a 24 hour setting. We operate a Total Communication Approach with a range of communication strategies depending on the pupils need.

For our pupils with Autistic spectrum disorder we use a range of strategies to promote effective communication skills and encourage interaction with pupils and staff. These include SCERTS, TEACCH, visual support, sensory movement sessions, sensory integration and sensory circuits.

CURRICULUM STATEMENT

We aim to provide a stimulating, challenging and enjoyable educational environment which is broad and balanced and relevant to our pupils. All staff have high expectations for the pupils. This allows all pupils to achieve and develop their skills to the best of their ability. All pupils are encouraged to extend their knowledge and understanding of the world around them. Confidence and self-esteem is promoted in everything the pupils take part in.

Pupils study basic skills, this incorporates Literacy, Numeracy, Communication and Interaction, and ICT and Computing. PSHCE and functional skills are also a key part of the curriculum.

In KS1 and KS2 all other subjects are taught through a thematic (topic) cross curricular approach. Topics are on a rolling programme. All teachers produce a planning web to display what they are going to teach under each subject area. This can be found on the web site.

The Sensory Curriculum

The Sensory Curriculum is designed to provide education for pupils who have profound and multiple learning difficulties (PMLD) that result in a high degree of dependency, and who require very specialised management for physical disabilities, sensory impairments and complex medical needs. All the pupils requiring this curriculum are integrated into the classes throughout the school.

The Core Curriculum consists of five areas of sensory-motor development:

- Sensory Cognitive
- Communication
- Social
- Motor
- Life Skills

Each pupil is given targets within each of the above areas which are worked on throughout the day during different lessons including action songs, choosing and tactile sessions, art and sensory cookery.

The curriculum acknowledges what learners can do by supporting and developing their strengths and abilities. It is finely stepped so that progression can be measured and recorded.

The curriculum focuses on developing the learner's awareness both of the world around them, and of social interactions and relationships. It values the process as much as the achievement. It is flexible in order to be responsive to the needs of the individual learner and is delivered in an integrated manner incorporating learning, therapy and health needs.

KS3 Years 7 -9

In Key Stage 3 the students follow all the subjects of the National Curriculum with the exception of a foreign language. Small group work and 1:1 working takes place for Maths, English and communication, completing work related to the targets on their IEP's. The remainder of the subjects are delivered as discrete subjects with differentiation within the teaching and learning. All groups access the community to develop practical Maths, English and Life Skills. Some students commence an Asdan course in Transitional Challenge. Students complete Sainsbury's cookery qualifications and swimming certificates.

KS4_Years 10 – 11

Students in Key Stage 4 follow the National Curriculum requirements. In addition, the practical curriculum is designed to promote the development of functional skills – English, Maths and ICT. The emphasis is on their practical applications, independence skills in school and the community. Pupils experience a work placement. This may be external or within the school environment. All students begin to follow accredited awards and qualifications.

OCR Life and Living Skills
Asdan Expressive Arts
Asdan Workright

KS5 Years 12, 13 and 14

Students in the Sixth Form have a personalised timetable linked to the rolling programme which has different focusses each year.

The following courses are available:

- AQA Skills 4 Life units (7 areas)
- Archbishop of York Youth Trust
- Asdan Towards Independence
- BTEC Performing Arts Entry Level 3
- Water based qualifications through Welton waters including Sailability
- Entry Level 1-3 through Bishop Burton College
- NOCN Entry level 1-3 Food technology, Recycling, Shopping, work experience
- Asdan Employability

We are currently investigating additional accredited courses to support the current diverse 6th form population.

We also offer a comprehensive range of Work Experience placements using local companies such as Supplies, Welton Waters, Mires Beck Nursery, Busy Bees and local hairdressers. We also offer bespoke placements in liaison with parents.

The Sixth Form run their own businesses. There is the Woodland View Café running on Friday between 10.30 and 12.00. This is open to all local residents, parents, carers and staff. Hot breakfast

sandwiches, Tea and Coffee are all served by the students, who also prepare the refreshments. Between 3.00 and 3.20 p.m. drinks and refreshments are served to the bus drivers and passenger assistants.

The second business which is growing rapidly is the Sixth Form Woodlands Shop. Each week, fresh produce is ordered from Dennis Butler, which is then weighed, bagged and priced by the students, who then complete orders brought in by Staff, parents, local residents and transport. This is becoming more popular and the range of products sold is also increasing. This is supplemented by seasonal products grown by the Sixth Form during Horticulture lessons in our own Poly tunnel.

CYCLE OF MEETINGS

Agreed lunch time	SLT Meeting (Meeting room)
Tuesday 8.45 am - 9.10 am	Whole school training (rooms will be allocated)
Tuesday 4.00pm – 4.30pm	late night for agreed learning support staff
Wednesday 8.45am – 9.10am	Alternate weeks Lower/Upper school Teachers' meeting (C5 / Single mobile) 6 th form alternate weeks
Friday 8.45am-9.10am	Whole school diary meeting (Hall), Areas of responsibility, class time, Learning Support meetings. These are on a rota basis

Any changes to the scheduled meetings will be announced via the bulletin.

DINNER MONEY

All dinners monies are arranged online. If not, monies come into school in a sealed envelope marked by parents. This needs to be sent with the register to the school office.

DIRECTED TIME FOR TEACHING ASSISTANTS

Monday, Wednesday - 9.10am start
Tuesday, Thursday, Friday- 8.45am start
Monday – Friday 3.30 pm – 4.00 pm -
For some staff (see register in the school office) Monday, Friday 3.30pm-3.45pm Tuesday 3.30-4.30pm, Wednesday and Thursday 3.30pm-4.00pm. For meetings, staff training or class based work.

DIRECTED TIME FOR TEACHERS

Directed time is scheduled for Tuesday, Wednesday, Thursday 4.00- 4-45am
A schedule is published in the summer term for the following year.
Parents' evenings form part of directed time, along with training days.

ELECTRICAL SAFETY

It is the responsibility of all staff to ensure that they look carefully at all electrical equipment before they use it. Looking particularly for wear and tear and general condition of plugs, cables and equipment, taking out of use defective equipment and reporting all defects to the school office.

EDUCATIONAL VISITS

All Educational Visits must be planned and an E ROVER form completed online for every visit. A blanket E ROVER form can be completed each term for regular weekly curriculum visits for eg college placements, shopping trip. For one-off visits a separate E ROVER form should be completed.

All E ROVER forms need to be sent to the Head of Department then to the EVC/someone different from the head of department for approval 2 weeks before the visit. No visit is to take place unless it is reflected in the Medium Term Planning.

Parental permission for regular curriculum visits is obtained each year.

For one-off visits or whole day trips letters should go out to parents as soon as possible (e.g. 2 weeks before the visit) for permission. Parents should be informed of all the visits their child goes on. Each

time you leave School with a child or a group of children you must also complete the School's own offsite form.

If you require a packed lunch (for children on free school meals only) for your educational visit please let the kitchen staff know of your requirements at least two weeks before your visit and cancel the school dinner.

GOOD WORK CERTIFICATES

These are awarded by Class Teachers/Staff for notable achievements across the week. The names of pupils should be handed to staff leading assemblies as early as possible to allow a certificate to be written and presented.

GOVERNING BODY

The Governing body is made up of representatives from the Local Authority, Parent Governors, Community Governors, a staff Governor, Associate members (if voted on) and the Head teacher. All Governors have a responsibility for a specific area of the curriculum for example Health and Safety, Autism, Early years. Refer to the web site for more information.

GUIDELINES FOR ASSISTING WITH PUPILS PERSONAL CARE NEEDS

It is recommended that staff wash their hands before and after changing pupils and wear disposable gloves and aprons. The pupils should be on a changing bed or at least in a changing area. If a bed is being used the pupils should be laid on disposable bed paper not the bed itself.

After use the bed should be wiped down using disposable wipes. The pupil should be cleaned using warm water and conti – soft wipes. Before applying creams please check that it is ok to do so. If in doubt do not apply. All soiled clothing to be sluiced and then returned home in a plastic carrier bag or to the residence.

HEALTH AND SAFETY

All staff have a personal responsibility for health and safety of themselves, their colleagues, pupils and visitors. It is the duty of all staff to report any unsafe conditions/equipment to the school business manager/school office / Head teacher. Each member of staff has a responsibility for their own training needs and for not undertaking duties unless they are confident they have the necessary competence. All staff have a responsibility to ensure that they have the knowledge of what to do if an incident/accident occurs, know the fire and first aid procedures and understand the basics of infection control and manual handling. A copy of the Health and Safety policy is kept in the school office and staff should be familiar with it.

HEALTH CARE PLANS

Each pupil has a health care plan which is followed in school. This plan is agreed with parents and the relevant professionals involved with that child.

Should medication etc change then the responsibility is on the parents to inform the school who then send the plan home for the parent to update.

The plans are sent home at the end of the academic year (July) to be returned in September. These plans are carried by staff leading activities off site to ensure the child is safe and the plan followed in case of emergencies.

HOME SCHOOL PLANNERS

Home school planners are to be used positively to inform parents / carers about the events of their child's day, and any other significant achievements. Likewise parents are encouraged to use the diaries in the same way. Verbal messages can sometimes be misunderstood so it is always better to write what needs to be said. If any information is of a sensitive nature please consult with the Heads of Departments/Head as often telephone calls, or a separate letter can convey information more

effectively. All letters sent home should be photocopied and a copy held in the pupils central file in the school office.

HOME SCHOOL TRANSPORT

Home school transport is arranged through the Local Authority. Members of the leadership and middle management team will co-ordinate the daily entry and exit of the buses on and off the school site. Learning support staff start taking pupils into school from 9.10am. The procedure is to start helping pupils off buses at the top of the drive first. At the end of the school day wheelchair users are taken out first to buses at 3.30pm. Pupils are escorted to the hall to wait for buses. Once all the tail lifts are safely away senior staff will direct staff to escort all other pupils from the hall onto buses. All staff should ensure that pupils are closely supervised whilst entering and leaving school. Any concerns regarding transport should be passed directly to the Headteacher.

HOMEWORK

Homework is given to pupils at the discretion of the class teacher and in liaison with parents/carers. Work may range from reading to practising self help skills.

HOME VISITS

Before a home visit, for any reason, please consult with your Head of Department.

HUMAN RESOURCES

The school employs a Human Resources Officer who deals with all staffing issues and well being.

INCLUSION

We have a developing inclusion programme with our partnership schools. Senior aged pupils access the sixth form and work placements at Hessle Federation, with gym access at South Hunsley Academy and Community based learning in neighbouring villages supported by staff from St Anne's. KS4 have a work placement at South Hunsley Academy, and within the local community supported by St Anne's staff. We also work in partnership with two local primary schools and some of their pupils come to us for inclusion. We are committed to offering a variety of meaningful inclusion opportunities for pupils that both enrich and extend their curriculum.

INDIVIDUAL LEARNING PROFILES

Teachers are expected to complete annual learning profiles for each pupil in their class. These are reviewed and data added to the b squared assessment every half term. Targets are updated as required. Learning profiles have to be handed to Heads of department - by dates agreed with staff in staff meetings. All learning profiles are sent home to parents/carers by agreed dates. A copy for those pupils using the residence is required for their files.

ICT TECHNICAL SUPPORT

Please log any technical faults remotely using the icon on the desktop, clearly stating nature of fault, the location of the fault and where appropriate, specifications of the equipment.

ILLNESS

Should a pupil become ill during the school day and need to go home, please ensure that the residence is informed if they were due to stay and that transport is informed to avoid a delay in them setting off.

INDOOR PLAYTIMES

It may be necessary for some lunch and play times to be in door. These occasions will be determined by Pastoral care co-ordinator / leadership team or where a member of staff has raised a concern.

Where possible we encourage all pupils to have an outdoor play during the morning and at lunch time.

LEARNING WALKS

Learning walks are carried out by the SLT and generally look at classroom practise. Learning walks are planned and announced to staff along with a focus for the walk. There is a learning walk crib sheet on the server.

LESSON OBSERVATIONS

As a member of the learning support team you will be directed by the class teacher. Lesson observations are usually at an agreed time with the teacher and observer. A list is issued to all teachers regarding observations and the focus for the forthcoming year. It is the responsibility of the teacher who is being observed to notify the observer(s) of any change as soon as possible

LETTERS

It may be necessary to send letters home e.g. Head lice, Sun cream. Please check with Heads of departments before any correspondence is sent home.

LINK WORKERS

Pupils who use the residence will have a link worker who will liaise with the class teacher re progress, targets and assessment. A new form was introduced Summer 2017 to assist in the liaison.

LOCKERS

Where possible staff will be given a locker in the staffroom with one key. It is the individual's responsibility to keep this tidy and store any valuables safely. Should the key be lost then there may be a charge for a second key. Please see the school office re lockers. Some staff may have to share a locker.

LUNCHTIMES

CLASS	ARRANGEMENTS
EYFS	11.45am in the school hall with other designated pupils
Lower school	Class 5/6 11.45 a.m. in the school hall. Class 2,3,4,12.00 pm - 12.35 pm
Upper school	12.45 pm - 1.10 pm
Sixth Form	Eat their meal in the sixth form.

Supervision during meals and break time is carried out by lunch-time and learning support staff. Rotas are completed and co-ordinated by the Pastoral care Co-ordinator and any changes made **must** be made in consultation with the Pastoral Care Co-ordinator.

There is always a senior member of staff on call at this time (see the weekly bulletin)

Lunch time activities/clubs are held in conjunction with pupil requests.

MOVING AND HANDLING

All staff are required to complete their moving and handling training before they lead on the movement of our physically dependent pupils.

Staff handling and moving of pupils who are physically dependent should follow the principles given in their moving and handling training, adhere to pupil risk assessments and consider the safest way to complete each move.

NATIONAL CURRICULUM

The National Curriculum enables our pupils to have the experience of a broad and balanced curriculum giving them many opportunities to learn. The National Curriculum advocates testing which takes place at the end of each Key Stage. These tests are not appropriate for our pupils as

they are well beyond their capabilities. For this reason all pupils at St Anne's are exempt from taking the tests. This is stated on every pupil's Statement of Special Educational Needs.

We are familiar with current English and Maths initiatives in school as part of our efforts to raise the basic skills of our pupils. Our aim is to ensure that pupils achieve the highest literacy and numeracy skills possible before they leave school.

There are many areas which the National Curriculum does not cover that are particularly important for pupils with learning difficulties e.g. sensory curriculum, physiotherapy.

We aim to make sure that every pupil receives a relevant education according to their needs. This will be a combination of National Curriculum and other subject areas. Please see appropriate curriculum publications and subject policies.

PARENTS' EVENING

We hold two Parents evenings each year one in the autumn term and one in the spring term. A date is set and a letter sent via the school office asking parents/carers for preferred times. The class teacher will then liaise and organise the times for all parents in their class. Learning support are welcome to stay, as the class team contribution is valuable, however this is not compulsory. It is best to be prepared beforehand and list queries / questions you are going to raise, and note issues raised with parents. Please discuss format with Heads of Departments. This time forms part of directed time.

PASTORAL CARE CO-ORDINATOR

The school employs a Pastoral Care Co-ordinator. The current post holder is one of the school's Safeguarding Officers, a trained Emotional Literacy Support Assistant (ELSA), as well as a trained Parent Puzzle Trainer. All these skills assist in working directly with parents and their children to support the Emotional and Wellbeing needs of the family.

PETTY CASH

This is handled by the schools business manager. Please remember that all claims need a receipt and these monies are taken off your class / subject allowance.

PERFORMANCE MANAGEMENT

Performance management interviews, target setting and review dates are scheduled and arranged in advance. All teachers have a copy of the performance management forms which can be found on the server under Recording and Reporting Performance management folder.

PROFESSIONAL DEVELOPMENT INTERVIEWS

Professional development interviews for learning support staff are carried out at the beginning of each term, using directed time. Question sheets are given out beforehand and must be taken to the interview which will be at an agreed time with the class teacher. Performance management interviews, target setting and review dates are scheduled and arranged in advance. All teachers have a copy of the performance management forms which can be found on the server under Recording and Reporting Performance management folder or in the teacher's handbook (given out at the beginning of the academic year by the SBM). Your ideas and queries are collated by the SLT and contribute towards the SDP (School Development Plan) and any urgent issues are followed up immediately.

PHOTOGRAPHS

Staff are not allowed to use their own cameras or mobile phones to take photographs of pupils. All photographs of pupils must be taken on school cameras with school memory cards. A list of pupils who are not allowed photographs to be taken is collated by the office each year and circulated to all staff. This must be closely adhered to.

PHOTO ALBUMS/CD

Photographs of the school year for each pupil will be collated on a disc and sent home for parents at the end of the summer term. Most staff take a range of photographs each term. It is important that staff only photograph the child whose album it is and do not include other children in the picture.

PPA

Each full time teacher has the equivalent of half a day PPA time to complete professional duties relating to their teaching role. All teachers complete their PPA time on site.

PROTECTIVE CLOTHING

Protective clothing, aprons for meal times; plastic aprons, masks, and rubber gloves are provided for all staff when assisting pupils with their personal care needs. Please ensure that all areas are well stocked and are accessible. Please ensure that these items are used and worn at all times to minimise infection.

PUPIL ASSESSMENT

All pupils are assessed using B squared.

New pupils' assessed levels are entered as a base-line.

Teachers should regularly update pupil progress this should be at least termly.

B squared data is used for both summative and formative assessment purposes.

Some pupils are assessed using the sensory Curriculum.

Pupils with Autism are using SCERTS or a combination of bsquared and SCERTS

PUPIL FILES

All pupils have a central file which is kept in the School Office, these files contain confidential information - if removed during the day they should be signed out by the administration team and returned to the office at the end of the day.

All pupils have a Blue file which is kept in the pupil's classroom. These files contain mainly curriculum information and it is the responsibility of the class teacher to update these files.

A copy of the expected content of these files can be found on the server under recording and reporting.

REGISTERS

Pupil registers are completed on line. All Teaching staff have a log in. This should be completed in a morning and afternoon. All Fire registers can be collected in the morning and after lunch from the School hall. All class fire registers are denoted with an appropriate class symbol to allow pupils independence. Fire registers should be properly completed and returned to the hall by 9.40 am and 1.30pm or as soon as possible thereafter.

RESIDENCE

St Anne's is classed as a day school with residential provision. Children / young people from the East Riding and other authorities can access the residence from 5-19 years (all pupils need to be on the school roll. Some pupils never access the residence. Other pupils access the provision as soon as they are able to do so. All potential users are assessed by an external panel of professionals to ensure that the residence is the most appropriate provision. Staff in the residence work shifts and some of their shifts fall within the school day allowing them to work in classrooms.

RISK ASSESSMENTS

At the beginning of the academic year all pupils feeding information, Individual risk assessments and swimming risk assessments should be updated and thereafter as appropriate. Risk assessment is ongoing and should reflect any new need. Forms should be held in the pupil's file on the server.

A copy of the swimming risk assessment needs to be in the pool risk assessment file and a copy the feeding programme/risk assessment in the file in the hall.

Each class should have a Classroom Management file on display containing designated pupil information. See Heads of Department.

SAFEGUARDING

At St Anne's there are currently 3 Safeguarding Officers Kay O'Neill Child Care Manager, Deena Lidgett Pastoral Care Co-ordinator, and Lesley Davis Headteacher. The January Training Day is dedicated to Safeguarding and regular updates and training are given to staff throughout the year. This includes on-line training. Safeguarding is everyone's responsibility.

Training around **PREVENT** will be given to staff as this is a new element connected to safeguarding. It is about being aware of **PREVENT ING Radicalisation**.

SCHOOL CLOSURES

Should the school have to close staff will be informed by their line manager. Staff are advised to listen to the local radio stations or follow the school website, twitter or the mobile app for current updates on the school.

SCHOOL POD

An internal recording system adopted by St. Anne's for all forms of recording and reporting. All staff have secure log-in details. Training is given and regular updates.

SIGNING IN OF VISITORS

All visitors, contractors etc. are requested to sign in at the school office and will be given an official School Visitors badge to wear. If you see a stranger in School without a badge please report this immediately to the school office.

Regular visitors to the School such as Speech Therapists, OT etc. may be wearing their own Health Authority ID badges.

STAFF ABSENCES

The Sickness Policy allows you to certify yourself for 7 days without a Doctor's Fit Note – this is subject to the necessary period of time being accumulated on your contract. It should be remembered that Saturday and Sundays are included in the 7 days.

On the first day of your illness you must contact Debbie Johnson or Sara Tharratt.

If you are able, give an indication of when you are likely to return to school. If it is not possible to do this at this time, please contact school when you know you are going to return. This is important, as it assists in planning cover for classes.

On returning to school following sickness absence, all staff should have a back to work interview by their line manager.

Details of all sickness are recorded live on the Local Authority's system on a daily basis so it is very important that the office staff are aware of your return to work in order that your sickness absence can be closed. To leave open for a long period of time could cause your salary to be reduced. Leave of absence without pay is entered on a form and forwarded to the Payroll Department for deduction of pay.

STAFF DEVELOPMENT.

The School Development Plan, Teacher Appraisal, and Support Staff Professional Development Interviews inform the Leadership Team of staff interest and course attendance. Along with pupil data analysis, and allocated monies Courses are planned to reflect the needs of pupils and staff. Staff in-service training is provided throughout the year.

STAFFING STRUCTURE IN SCHOOL

The leadership team meets each week at an agreed time.

The team is Head Teacher, Assistant Headteacher (Lower school), Assistant Headteacher (Upper School), Assistant Headteacher (6th Form), Child Care Manager (Residence), School Business manager and the Human Resources Officer .

TLR Holders, Class teachers, HLTA, Nursery Nurse, School Nurse, Pastoral Care Co-ordinator, Cover Supervisors, Learning Support Assistants, School Admin team, Premises staff, Catering team.

STAFFING STRUCTURE IN RESIDENCE

Child Care Manager, Senior Child Care Officers, Child Care Officers, Night Care Assistants, Assistant Child Care Officers, Caretaker, Cleaner, Cooks and General Kitchen Assistants.

STAFFROOM & TEA / COFFEE

The staffroom is available for all staff to use. There is a communal resource of tea; coffee, sugar, and milk for those who wish to opt into the scheme please see the school business manager, it usually equates to £1 a week. It is everyone's responsibility to keep the equipment and staffroom clean and tidy.

SCHOOL TIMES

The school caretaker opens the school at 6.30am each morning. Some classrooms and main areas are cleaned at this time. The school closes at 6.00pm Monday – Thursday, Friday - 5.30pm.

SPECIAL LEAVE

Full time staff is able to apply for special leave however this is only agreed for special circumstances set by the local authority. Part time staff have the right to special leave pro rata. If staff wish to apply for this a form has to be complete and submitted to the head teacher.

TIMES OF THE SCHOOL DAY

9.10	Pupil Arrival
9.20 - 10.30	Lessons
10.30 - 11.00	Snack and break time
11.00 - 12.00	Lessons
12.00-1.15	Lunch and break time
1.15 - 3.15	Lessons
3.15 – 3.30	Class time
3.30	Pupils leave

Staff Breaks are to be taken between 10.30 am - 11.00 am

N.B. Pupil break times are seen as an integral part of the pupil's programme and they should be structured according to the pupil's needs and designed to extend the pupil's levels of independence.

TIMETABLES

Timetables will be drafted in the Summer term and given to staff to check. Once Heads of Departments are happy that all identified concerns/issues have been addressed then a final copy will be issued to all staff.

TISSUES

These are available from the premises staff cupboard. Please do not take more than one box per area.

UNIFORM

All staff are expected to dress according to the dress code. All teachers leading trips off site are to wear the staff uniform. Please ask Heads of Departments for clarification.

UNIFORM ORDERS

Any parental requests for school uniform should be given to the school office.

VISITS AND MINIBUS

Please ensure that the minibus is available and booked (if appropriate) and that an E ROVER form is completed and submitted at least two weeks before the visit. Please ensure that a Risk Assessment is in place for the activity. On the day of the visit please ensure that an offsite form is completed and a copy left in the School office. Please check you have completed all the necessary paper work as outlined on the **visits Protocol form**. If the minibus is used please report to the office any defects, damage or low fuel level on your return.

The keys for the mini bus are held in the School Office and should be returned there at the end of your visit.

WATER ON ARRIVAL

All pupils are to be offered water on arrival to school. Many of our pupils set off early for school and arrive thirsty. Please ensure all pupils are offered this and are allowed water freely throughout the day.

WEBSITE / MEDIA

www.stannes-eastriding.co.uk

All current information and policies can be located on the website.

The twitter account is also embedded into the website [@StAnnesSSFC](https://twitter.com/StAnnesSSFC)

The school app can be downloaded for free [St Anne's SaSFC](#)

WIPES

These are available from the premises staff cupboard. These are expensive and should be used sparingly. Please only take one per area.

WORKING HOURS – LEARNING SUPPORT STAFF

Monday 9.10am – 3.45pm

Tuesday 8.45am – 4.30pm

Wednesday 9.10am – 4.00pm

Thursday 8.45am – 4.00pm

Friday 8.45am – 3.45pm

For full-time staff this equates to 32.5 hours per week. In addition to the term day staff are required to work 5 designated training days per academic year (pro-rata for part-time staff).