



Code of Conduct & Staff Handbook

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Type of policy:	Non-statutory	Committee:	Staffing & Resources
Signature:			

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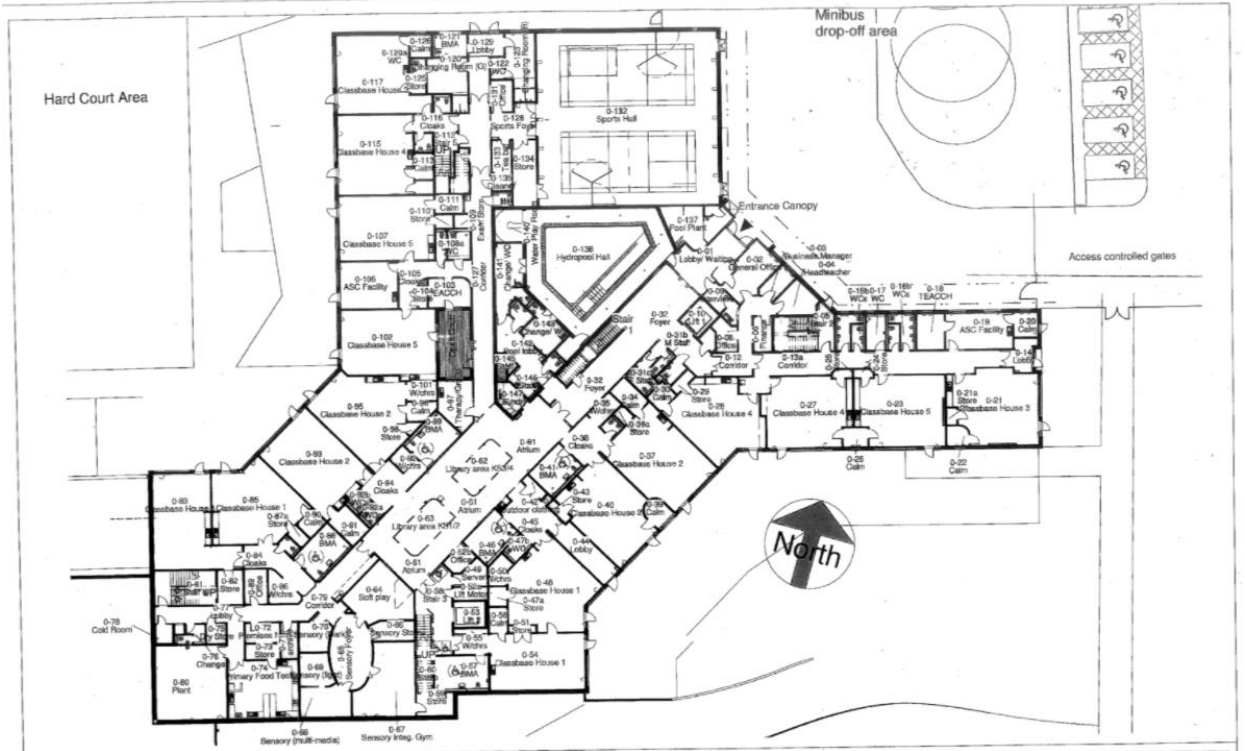
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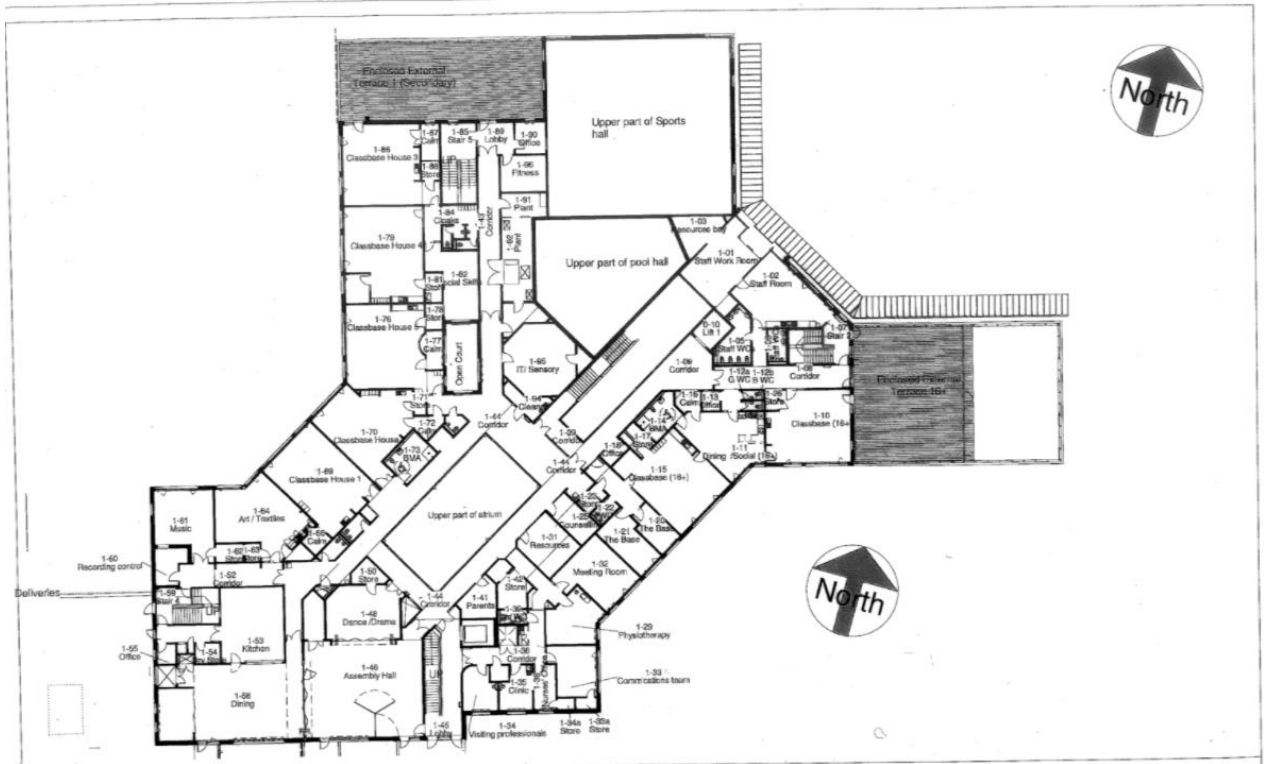
General Information

Address	Wyre Forest School Habberley Road Kidderminster Worcestershire DY11 6FA
Tel	01562 827785
Fax	01562 512720
Website	www.wfs.worcs.sch.uk
E-mail	office@wfs.worcs.sch.uk
Type of school	LA maintained community special school
Age Range	3 – 19 years
Chair of Governors	Mrs Brenda Lines – office@wfs.worcs.sch.uk
Headteacher	Mrs Rebecca Garratt – rgarratt@wfs.worcs.sch.uk
Deputy Headteacher	Mrs Joanne Kehoe – jmk50@wfs.worcs.sch.uk
Assistant Headteachers	Mrs Alison Hopkins – ahopkins@wfs.worcs.sch.uk Miss Rebekah Thompson – rthompson@wfs.worcs.sch.uk Miss Laura Guest – lguest@wfs.worcs.sch.uk
School Business Manager	Mrs Lyn Cole – lcc31@wfs.worcs.sch.uk
Head of Care at Russell House	Miss Abby Baker – ab860@wfs.worcs.sch.uk

Map of Wyre Forest School Ground Floor



First Floor



Term Dates

Wyre Forest School Term Dates Academic Year 2021 - 2022

AUTUMN TERM 2021

**PROFESSIONAL
DEVELOPMENT DAYS**

Thursday 2nd & Friday 3rd September
2021

TERM STARTS

Monday 6th September 2021

HALF TERM

Monday 25th October 2021
Friday 29th October 2021

TERM ENDS

Thursday 16th December 2021

**PROFESSIONAL
DEVELOPMENT DAY**

Friday 17th December 2021

SPRING TERM 2022

**PROFESSIONAL
DEVELOPMENT DAY**

Tuesday 4th January 2022

TERM STARTS

Wednesday 5th January 2022

HALF TERM

Monday 21st February 2022
Friday 25th February 2022

TERM ENDS

Friday 8th April 2022



SUMMER TERM 2022

TERM STARTS

Monday 25th April 2022

HALF TERM

Monday 30th May 2022
Friday 3rd June 2022
(to include Whitsun and Platinum Jubilee Bank Holiday)

**PROFESSIONAL
DEVELOPMENT DAY**

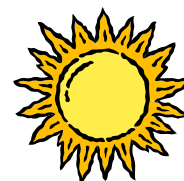
Monday 6th June 2022

TERM ENDS

Thursday 21st July 2022

School Closed May Day

Monday 2nd May 2022



Updated June 2021

Welcome to Wyre Forest School

This handbook is written for all members of staff. We hope it will be a useful source of reference and guidance but do not expect it to answer all your questions. Please do not hesitate to ask for additional information or support from colleagues.

Please see our [website](#) for more detailed information, this is updated regularly.

Wyre Forest School is a generic special school that was opened in 2011 and moved into our purpose-built building in Easter 2015.

Russell House, the Wyre Forest School Weekly Boarding Provision is located at the entrance of the school. This facility caters for the needs of up to sixteen pupils, offering them the opportunity to develop life/independence skills preparing them for adulthood and supporting where due to family circumstances life in the family home is difficult.

All [policies](#) mentioned in the handbook are available on the website and signed copies are kept with Mrs Garratt (Headteacher).

The Code of Conduct & Staff Handbook at WFS is the document that we use on a daily basis in order for a safe, productive, well organised and equitable school.

There may be circumstances when a further emergency operational handbook is required eg: during a pandemic, where parts of this document are superseded for a time limited period. However, the essence of the code of conduct & staff handbook will always remain and be relevant. The emergency operational handbook will reflect the critical incident at the time.

Ensuring the wellbeing of ALL staff.

At Wyre Forest School we work extremely hard for the children and families at our school and we are all extremely dedicated, however the well-being of all staff is also vital. We have a very low staff turnover at WFS and high levels of staff attendance which is a testament to what we believe in.

All staff have different ways of working, but it is important that we all have time away from work; to play, recharge our batteries and do other things. If we don't we become tired, boring, stayed and narrow minded – not WFS!

We all have different ways of working but it is important to respect everyone's working style. We **DO NOT** send emails after 5pm or before 7am or at weekends – to anyone; staff, other colleagues, parents etc. We need to set the standard for other work places and parents. If you feel the need to write an email save it in your draft folder for the next day, if not, you may tick it off your list but have passed it to others – not WFS! Staff should know there is no need to check their work email after 5pm because they won't have any. Staff should challenge anyone who does not do this – including SLT.

Russell House staff who work different school hours will be mindful of when they send their emails to main school staff.

Staff should be mindful of telephone calls, text messages and other social media with their colleagues after 5pm. It should not be work related, again staff should challenge this. There is nothing that cannot wait to the morning – whatever it is we can fix it. If WFS is encroaching on your personal time please talk to the colleague who is making this happen – they may not realise.

Although the wellbeing of all staff is crucial, it is also important that staff fulfil their paid duties.

All safeguarding should be completed before leaving the school building and this will be challenged if it is not. The safeguarding team need time to react.

Holidays are holidays, unless you have chosen to work at holiday club. Again, emails should not be sent and contact with staff teams about work should be within the school day and voluntary. In an emergency you can call Rebecca Garratt 07568 301814 at any time.

If staff feel overwhelmed at any point they should speak to the headteacher as soon as possible to develop strategies to cope in what is a very intense environment.

Staff can go to www.educationsupport.org.uk or

The poster features the SAS logo (Schools Advisory Service) at the top left. The main title is 'Your Medical & Wellbeing Support' with the subtext 'Available from SAS under your Staff Absence Insurance'. A central graphic shows a heart with 'SAS Health & Wellbeing Services' inside, surrounded by ten service categories: Stress Awareness Sessions, Physiotherapy, Counselling, Weight Management, Nurse Support Service, Menopause Support, Pupil Wellbeing Services, GP Phone & Video Consultations, Cancer & Chronic Illness Support, and Private Medical Operations. At the bottom left, there is a 'How to Access' section with an image of a smartphone and instructions to download the app from the App Store or Google Play. At the bottom right, contact information is provided for various services: Medical Operations Enquiries (01773 814433), Cancer & Nurse Support Service (01773 814404), Counselling (01773 814402), Physiotherapy (01773 814403), 24 hour GP helpline (0845 4039337), and Pupil Wellbeing Services (01773 851043). The address is 110000, 110000, 110000, Derbyshire, S15 2DZ. A small note states 'SAS is a trading name of Education Risk Management Limited (Registered in England No. 09470396 FCA Registration Number 309701 1 543937 Ltd)'. A disclaimer at the bottom right says 'Some services available subject to contract. Contact SAS for more details.'

Please feel free to suggest items that you feel would be useful to include in this handbook – we welcome your comments. Please submit to Tracey Birch tlb44@wfs.worcs.sch.uk

Vision, Mission Statement & Values



Our vision is to truly ensure that we meet the individual needs of all children at WFS and prepare them for adulthood.

We Foster Success

By providing a safe, happy environment in which all pupils can develop and achieve.

Our values at Wyre Forest School are:

Enthusiasm

Resilience

Honesty

Teamwork and Trust

Code of Conduct for Employees

Introduction

As an employer, the Governing Body is required to set out a Code of Conduct for all school employees. For the purposes of this Code of Conduct and Staff Handbook, employees / school staff are ALL paid staff, students, volunteers and Governors of WFS and Russell House.

All staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards – Personal and Professional Conduct.

Staff should be aware that a failure to comply with the following Code of Conduct & Staff Handbook could result in [disciplinary](#) action including dismissal.

Paramount to all we do is [Safeguarding and Child Protection](#). We expect **ALL** staff to read, understand and agree to follow school policies and procedures relating to Safeguarding and carry out all mandatory training. IT COULD HAPPEN HERE.

Purpose, Scope and Principles

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations therein. School staff are in a unique position of influence and must adhere to behaviour that models the highest possible standards for all the pupils within the school. **As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.**

All new staff, volunteers and students must also read, understand, agree and follow the Staff, Governor, Student and Volunteer Induction Policy.

Setting an Example

All staff who work in schools set examples of behaviour and conduct which can be copied by pupils/students. Staff must therefore avoid using inappropriate or offensive language at all times.

All staff must, therefore, demonstrate the highest standards of conduct in order to encourage our pupils/students to do the same

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

This code helps all staff to understand what behaviour is and is not acceptable.

- 1.1 This Code describes the standards of conduct and behaviour expected from our staff and any staff seconded or engaged from other organisations to undertake work within Worcestershire schools. It also highlights some types of behaviour or conduct which might be considered incompatible with being a school employee. It is intended to help you by describing the standards expected of you and has been approved by Worcestershire County Council following consultation with the appropriate Trade Unions. Please take time to read it and ensure your conduct meets these requirements. If you are at all uncertain about what is expected, please seek further clarification from your Headteacher or Line Manager so that you do not unwittingly contravene this Code or otherwise act against the school or county council's interests.
- 1.2 Contravening or failing to act within the spirit of the Code, or behaving in a manner which could bring the good name of the school or county council into disrepute, **whether or not within the workplace or working time**, might be seen as a breach of discipline and could lead to action being taken against you under the appropriate procedure.
- 1.3 While workers who are not employees of the school or County Council are expected to comply with the spirit of the Code, any action that may be taken in response to a breach will depend on the precise nature of their working relationship with the county council.
- 1.4 This code relates to all staff working for Worcestershire County Council, Wyre Forest School and Russell House. Teachers must be aware that there are also published *Teachers' Standards* (DfE 2012) and are advised to familiarise themselves with the requirements of these.

Guiding principles

- 2.1 As a school employee, you should put the well-being, development and progress of children and young people first. You should recognise that you are in a position to influence children and young people through your slightest actions, comments or behaviour.
- 2.2 To the public you are a representative of the school. You are expected to maintain the highest standards of professional competence, knowledge, integrity, confidentiality, financial propriety and personal conduct. Contact with all members of the school community, including parents and outside visitors, should be courteous, efficient and impartial to all groups and individuals. You must also familiarise yourself with, and adhere to any rules or codes of conduct or policies relating to your particular school and role and you should comply with all reasonable requirements or instructions from the Headteacher.

- 2.3 **It is not appropriate for you when working within your role as an employee to oppose the stated aims and policies of the school or county council or to undermine the performance of its duties and responsibilities. It is important for all employees to present a unified image to the public.**
- 2.4 You should ensure that your relationships with your fellow employees and with pupils are always conducted in a professional and courteous manner; you should not censure other colleagues or criticise their work in the hearing of a pupil or parent/carer. It is not acceptable to use sarcasm or make jokes at the expense of pupils, embarrass or humiliate pupils, or discriminate against or favour pupils. It is also not acceptable to discuss personal or sexual issues with pupils outside of agreed curriculum parameters.
- 2.5 It is not acceptable for you to publicly criticise or blame school management, colleagues or the county council through any medium including internet 'blogs', websites or social networking tools such as Facebook or Twitter and you must be aware that the laws governing defamation, breach of copyright, etc. apply equally to 'blogging' as to other forms of communications. Offensive, defamatory, discriminatory or otherwise inappropriate comments will not be tolerated and may constitute a disciplinary and/or criminal offence, as could the disclosure/publication of any confidential or personal information about the school, its staff, pupils or other members of the school community.
- 2.6 Any disagreement involving the interpretation or application of the Code as it applies to you should be discussed with your Headteacher or Line Manager in the first instance. However, if you feel the Code is being applied unreasonably you may be able to seek redress through the school's Grievance and Harassment Procedure.

Staff/Student Relationships

- 3.1 You are expected to treat pupils with dignity and fairness, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a person in a position of trust. You should comply with safe working practices, outlined in the guidance document "[Safe Working Practice for Staff Working in Education Settings \(September 2015\)](#)" and "[Keeping Children Safe in education](#)".
- 3.2 You must not communicate personally with students via email, mobile phone or internet other than on school-related matters in line with school policy.
- 3.3 You must not arrange to meet students outside of the school day or off the school site at any time without the express permission of the Headteacher.
- 3.4 Any physical contact with pupils should be in accordance with any agreed school procedures, such as the Physical Contact & Intimate Care Policy. Any inappropriate physical contact, such as tickling, rough play, cuddling or sitting a child on your lap may be viewed as misconduct and lead to disciplinary procedures, dependant on circumstances.

- 3.5 Staff have a duty to safeguard pupils/students from:
- Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- 3.6 The duty to safeguard pupils/students includes the duty to report concerns about a pupil/student to the school's Designated Senior Lead (DSL) for Child Protection.
- 3.7 The school's DSL is **Rebecca Garratt** The school's Deputy DSL's are **Alison Hopkins and Abby Baker**
- 3.8 Staff are provided with personal copies of the school's Child Protection Policy, Keeping Children Safe in Education and Whistleblowing Policy and Procedure and staff must read, understand and agree to follow these documents. Copies of these are available in the staffroom.
- 3.9 Staff **MUST** record any concerns immediately on CPOMS for Alison Hopkins straight away or a member of SLT if Alison is offsite. Wherever a child has a mark, Alison or Bec **MUST** be telephoned immediately.
- 3.10 Staff must not demean or undermine pupils, their parents or carers, or colleagues.
- 3.11 Staff must take the upmost care of pupils/students under their supervision with the aim of ensuring their safety and welfare.
- 3.12 Staff must not use their mobile phone as a camera in school. Any photograph/video must be taken using school equipment. Staff must only save images on school computers.
- 3.13 Staff who are in contact with pupils should not use their mobile phones in school during their directed hours/paid hours of employment. Outside of these times, mobile phones should only be used in areas of the school where pupils are not present.

Private work

- 4.1 School or Council premises, equipment, working time or other resources must not be used to undertake private work.
- 4.2 The school needs to be aware if its employees undertake private work or voluntary activities in their own time to ensure that there is no conflict of interests with the school and to meet its obligations under Health and Safety legislation. Therefore, to protect yourself, the school and the Council from potential criticism you should not put yourself in a position where there is an actual or perceived conflict of interests. You should be aware that outside work or activity, whether or not you receive payment, could reduce your ability to safely and effectively carry out your employment with the school or county council, e.g. through tiredness, and would be considered unacceptable.

- 4.3 You must advise your line manager before engaging in any other work especially if it could reasonably be seen to conflict with your employment with the school or lead to misunderstanding or criticism (for example, respite of school pupils).
- 4.4 Staff undertaking work with pupils at WFS must inform the Headteacher. Staff are encouraged to self-report possible issues to the Headteacher where they will be appropriately supported e.g., overnight respite and pupil walks in on you when you are in the bathroom.
- 4.5 You must not undertake private work for any individual, organisation, department or establishment which otherwise would be undertaken as part of your normal duties. Any charge raised as a result of undertaking work within another school or other establishment whilst in your normal working hours should be paid to your employing school.
- 4.6 You must not undertake private work when on sick leave without the express knowledge and prior written approval of your Headteacher and subject to appropriate medical advice.
- 4.7 You must not undertake private work for any Worcestershire County Council school or establishment during a period of paid leave or suspension.

Expressing concern about irregularities and tackling malpractice

- 5.1 If you feel there is something seriously wrong at work please tell an appropriate person as a 'voice of concern'. It might be, for example, the conduct of another employee, the way a contractor is behaving, a work practice, something that is endangering the safety of pupils or staff. You might be the first to notice it and your intervention could stop things getting worse.
- 5.2 No matter how reticent you may feel, you should raise any serious concern - e.g. a suspicion of fraud or corruption or reasonable belief that a child or adult's health, safety or well-being are in danger - with your Headteacher so that potentially serious problems or malpractice can be addressed without undue delay. If this is not appropriate, then you should contact the Chair of Governors. If the matter relates to fraudulent activity, you may inform the Audit Division. If you do raise a genuine concern in good faith all reasonable steps will be taken to respect your confidence and protect you from possible reprisals (see [Whistleblowing Policy](#)).
- 5.3 The school and county council take this issue very seriously and will investigate and address any problems genuinely raised. However, any frivolous, malicious or mischievous use of the Whistleblowing Policy will be treated as a serious disciplinary matter.

Copyright

- 6.1 You should be aware that 'intellectual property' such as software, ideas, documents, etc. created during your employment belongs to the school. All files, materials, the media upon which they are located and all software programmes or packages which

are utilised or developed solely for or in connection with your job remain the property of the school.

Confidentiality

- 7.1 The County Council is committed to open government and, in law, certain information must be made available to councillors, government departments, service users and the public. However, you must make sure you know whether information is 'public' or confidential and treat it accordingly.
- 7.2 You may sometimes acquire information at work which has not been made public or is confidential. Examples include information about a pupil or family, a colleague, information on tenders or costs, the proceedings of confidential meetings.
- 7.3 You must ensure that sensitive and/or confidential information is properly secured and safeguarded at all times especially if being transported in paper or electronic formats. Particular care must be taken with information stored on portable electronic media such as laptops and memory devices which are often targeted for theft due to their high intrinsic value.
- 7.4 Confidential Information which comes into your possession must not be used for personal benefit or divulged to other parties except in the proper course of duty, for example to other professionals working with the same child. If you have any doubt whether or not disclosure is appropriate, you must check with your Headteacher, DSL or Line Manager before releasing confidential information.
- 7.5 Some information can be extremely valuable in business and commerce and its publication loss or misuse could seriously disadvantage the school or county council and its employees. Therefore, it is important that you do not, deliberately or inadvertently, pass on information, including software, during or after your employment with the school, to anyone who has no right to receive it. You must not discuss, disclose, publicise or use such information for your own or anyone else's personal interest or advantage.
- 7.6 You must decline any approaches or offers made asking for information which could be detrimental to, or help others to gain a contract, grant or any other advantage from the school or county council and/or its employees, e.g. a potential contractor could offer a financial reward for information leading to the award of a major contract. Approaches or offers of this kind must be declared to your Headteacher without delay.
- 7.7 You must not criticise the school, its policies or staff in open media such as internet 'blogs', websites, social networking sites, etc. where it may be seen by parents, children or others in the school community.
- 7.8 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the

pupils/student's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.

- 7.9 However, staff have an obligation to share with their manager or the school's Designated Senior Lead any information which gives rise to concern about the safety or welfare of a pupil/student. Staff must **never** promise a pupil/student that they will not act on information that they are told by the pupil/student.

Contact with the media

- 8.1 Unless you are properly authorised to speak with, write or give interviews to the media you should refer any enquiries from the media on work related matters to your Headteacher. Advice is available to school through the county council's Communications Unit.

Information Technology, Social Media and Data Protection

- 9.1 Everyone using computing equipment has a duty of care to use it according to prescribed arrangements, e.g. to avoid introducing computer viruses, to comply with the Data Protection Act, and to safeguard and ensure the security of information.
- 9.2 You must familiarise yourself with the schools' [ICT policies](#), including use of the internet, Online Safety Policy and Anti Bullying Policy. In particular, all use of the internet and email facilities must be authorised, legal, appropriate and in accordance with the provisions of the school policies. Personal use of any facilities – including laptops – must be authorised and only undertaken at times deemed appropriate by your Headteacher.

Users shall not use the internet or email for the following:

- to knowingly break the law
- to fail to comply with existing school or county council policy
- to compromise the integrity of any network of system
- to access, display or transmit any kind of sexually explicit material or any offensive or discriminatory material of any kind
- to make unauthorised contact with outside bodies
- to download software or play games
- to bet or gamble
- to disclose private or confidential information.

The school uses IMPERO to monitor usage of all devices (staff and pupils).

Failure to comply with the policies in force or any unauthorised use of such facilities will be dealt with in accordance with relevant disciplinary procedure.

- 9.3 Employees should also be aware when they are using personal IT equipment for undertaking school related business that the same rules apply. Please refer to your Headteacher for a copy of your school's full policy on appropriate use of IT. It is recommended there is a clear division between work and home.
- 9.4 **You must not** photograph pupils using your own photographic equipment or mobile phone.

- 9.5 You should not use social media in any way that might bring your professional status or your school into disrepute or undermine the policies or ethos of the school. You must not share confidential information or mention specific students or members of staff on a social media site. You should not accept pupils as 'friends' or 'followers' and should not 'follow' or have any personal connections with pupils on any social media or other internet sites. If you are a 'friend' of a parent of a pupil at your school, you should be particularly careful not to share information about pupils, staff or working practices. You should ensure that full privacy settings are applied to all your social media accounts.

Gifts, inducements, hospitality and sponsorship

(see also notes 1 and 2 below)

- 10.1 You must not accept any commission, discount, allowance, direct or indirect profit, inducement, payment, perk or benefit in connection with any professional work undertaken, other than any fee recoverable on behalf of the school or county council.
- 10.2 Minor gifts and hospitality are sometimes part of the normal courtesies of life: the parent of a pupil may offer a modest gift, especially at Christmas or as a token of appreciation, and in an office situation simple items such as diaries and calendars are often distributed as advertising matter. As a guideline, any gift or hospitality with a value of £25.00 or more is highly unlikely to be viewed as a 'token'. With the exception of these 'tokens' and any special schemes (e.g. travel or discount schemes) arranged by the county council, all gifts, vouchers, fees, special discounts, rewards or preferential treatment must be refused. Collection of reward card points such as Nectar and Clubcard on a personal account in respect of school or council purchases is a benefit in kind which should be reported to HMRC and subjected to deduction of Income Tax. In situations where refusal of a gift is difficult or might offend you must inform your Headteacher or Line Manager who will decide on the appropriate action.
- 10.3 Where an outside organisation wishes to sponsor any activity or make a donation to the school, the basic principles relating to personal interests and the acceptance of gifts or hospitality apply.
- 10.4 You must not give gifts to particular pupils other than as part of an agreed reward strategy or given to all pupils equally, with the knowledge and permission of your Headteacher or Line Manager.

Use of School / Council resources and equipment

- 11.1 Facilities, equipment, vehicles, materials and other resources provided by the school or county council for use in your work must not be used for any other purpose without permission or appropriate payment, e.g. photocopying, private telephone calls. Mobile telephones are provided exclusively for business use and must not be used to make private calls. In this context a call 'home' to advise that you have been unavoidably delayed because of work would not be considered a private call.

Transporting Pupils

- 12.1 Any school policy on transporting pupils should be adhered to at all times. Circumstances where it is appropriate to transport pupils, e.g. for sports' matches, should always take place with the full knowledge and consent of the Headteacher and the pupils' parents/carers.
- 12.2 Any legal requirements must be adhered to, such as ensuring the vehicle is roadworthy, business insurance is in place, seat belts are worn, car seats are used for younger children and the maximum capacity is not exceeded.
- 12.3 There should always be at least one adult additional to the driver as an escort and children should be seated in the back of the vehicle.
- 12.4 It is inappropriate for adults to offer lifts to pupils outside their normal working duties, unless this has been previously arranged with the parent/carer and the Headteacher is aware of the arrangement.

Overseas travel on official business

- 13.1 Any proposal to travel overseas on official business must be approved by the Governing Body before the travel takes place.

Equality issues

- 14.1 All members of the community, including pupils, families and other employees have a right to be treated fairly and with dignity. You must make yourself aware of and comply with the school's [Equality and Diversity Policies and procedures](#).

Standards of appearance

- 15.1 Staff are expected to present a reasonable and professional appearance and to dress appropriately to the circumstances within their working environment, bearing in mind that you are working with children and young people. Dress should not be offensive, revealing or sexually provocative and should not display political or other contentious slogans.
- 15.2 Where uniform or protective clothing is issued it must be worn as required when at work or representing the school. When wearing uniform or other items which identify you as an employee of the school you must maintain appropriate standards of conduct whether or not on duty, e.g. when travelling to and from work.

Relatives and close personal relationships within the workplace

- 16.1 In order to avoid any possible accusation of bias you should endeavour not be directly involved in the appointment, promotion, discipline or other employment decision relating to another employee to whom you are related or with whom you have a close personal relationship. If a situation arises in which you feel you may be in such a position, please seek the advice of Children's Services Human Resources.
- 16.2 If you work in close proximity with other employees or pupils to whom you are related or have a close personal connection you must maintain a strictly professional relationship at work. You should also be aware that if any relationship leads to

disruption in the workplace, unacceptable conduct or performance or situations involving undue favouritism or detriment, action will be taken under the appropriate procedure which could lead to you being redeployed or your contract terminated.

- 16.3 If you are an employee and parent of a child at WFS you must understand the boundaries and expect the same treatment as other parents.

Smoke free environment

- 17.1 All county council buildings, workplaces and vehicles are smoke free areas. Since July 2007, it has been against the law to smoke in workplaces; failure to comply is now a criminal offence. This includes vaping.

Drugs and alcohol

- 18.1 Employees must not take drugs, alcohol or any other substance before work, during a break or at lunch time that is capable of causing their behaviour, judgement or performance at work to be affected. This is particularly important for employees who drive, operate machinery, have responsibility for vulnerable children, and who come into contact with members of the public and/or visitors. (N.B. It is equally inappropriate for those working in close proximity to children and vulnerable adults to have alcohol on their breath even though this may not amount to drunkenness.) This includes prescription medication.

Health and Safety

- 19.1 Unsafe working can endanger you, your colleagues and members of the public. You must familiarise yourself with the [school's and Council's Health and Safety Policy](#) and guidelines for your particular work. Please speak to your Headteacher for further information. You must follow the rules, codes and safe practices they describe including reporting any accidents, incidents or near misses you have at work.

Criminal charges, cautions and convictions

- 20.1 You must advise your Headteacher immediately if you are charged with or cautioned or convicted of any criminal offence whilst you are an employee of the school or county council. While such proceedings will not necessarily affect your employment, the school and Council needs to be sure there are no implications for the school, its reputation, the safety of children or in relation to the role you undertake.
- 20.2 You must also advise your Headteacher immediately if you have been arrested or appeared in court and released on bail in circumstances where bail conditions have been applied which could have consequences for your work e.g. you are constrained from having contact with children. If you are in any doubt about whether you should report bail conditions, especially where safeguarding could be an issue, you must discuss it with your Headteacher so that any concerns can be addressed from the outset. Failure to report such conditions would be considered as serious misconduct and could potentially lead to breach of bail.
- 20.3 If you live with anyone who is on the sex offenders' register; has any offences against or involving children or is being investigated for offences against children, you must

report this to your Headteacher immediately, who will seek further advice from the Local Authority Designated Officer (LADO).

Specific standards for staff with responsibility for expenditure

21.1 Personal interests:

- 21.1.1 The interests of the school and county council must not be undermined by personal interests. The way you do your job must not be influenced by personal interests or those of relatives, friends or membership of external organisations or societies. There should be no grounds for suspicion that you are using your position with or knowledge of the school for personal gain or that you could be influenced by improper motives. If you belong to outside organisations, including voluntary or religious organisations, there must be no conflict with your job or other school or county council interests.
- 21.1.2 All orders, contracts and grants must be awarded on merit following fair competition. No favour should be shown because of personal interests and no part of the community should be discriminated against.
- 21.1.3 You must advise your Line Manager in writing about anything which could give the impression that you may be acting for personal gain, financial or otherwise, or in the interests of another person or organisation; or you are involved as an employee in matters which might reasonably be regarded as affecting the well-being or financial position of yourself, your spouse, partner, relative, a close friend or any person with whom you have a close association, e.g. if any of those persons
- hold an office or employment with
 - have any connection or influence with
 - have any financial interest in any company or organisation doing or seeking to do business with, or requesting grants or other funding from the school or county council.
- 21.1.4 You should avoid being involved as an employee in matters which might reasonably be regarded as affecting the well-being or financial position of yourself (or the persons, companies or organisations referred to above) so significant that it is likely to prejudice your judgment of the school/county council or public interest. (N.B. Holding shares in a company with which you know the county council is likely to be dealing, or acting as an agent for them, could be regarded as a financial interest.)
- 21.1.5 You must advise your Headteacher who will notify the Head of Legal & Democratic Services in writing of any direct or indirect pecuniary interest in a contract or proposed contract with the county council as soon as practicable after becoming aware of it so that it can be recorded in the 'Register of Officers' Interests'. Failure to do so may be a criminal offence as well as a disciplinary matter.
- 21.1.6 You must advise your Line Manager of any personal dealings of a business or private nature with existing or potential suppliers, consultants or contractors who you know (or could reasonably be expected to know) to have dealings with the school or county council.

21.1.7 If you engage or supervise contractors or consultants on behalf of the school or have any other official relationship with them you must advise your Line Manager, prior to any contractual relationship beginning or work being undertaken, if you have or intend to have any private or domestic relationship with them or any of their employees.

21.2 **Gifts, inducements, hospitality and sponsorship:**

(see also notes 1 and 2 below)

21.2.1 See information in 10.2 regarding the acceptance of gifts. As a guideline, a gift with a value of more than £25 is unlikely to be seen as only a 'token', so needs to be referred to your Headteacher or Line Manager.

21.2.2 Offers of hospitality, even if of a seemingly minor nature, must be treated with particular caution as they can leave both individuals and the school or county council open to all manner of allegations of impropriety. The timing of offers of hospitality, e.g. in relation to purchasing, the award of contracts, granting of applications or other decisions, should be considered equally to the generosity of the hospitality offered. Accepting hospitality must be justified in the public interest, e.g. when there is a genuine need to represent the school or county council. You must inform your Headteacher or Line Manager of an invitation or offer of hospitality before it is accepted.

21.3 **Personal purchases:**

21.3.1 You should be aware of possible conflicts of interest when you buy goods or use the services of firms which have dealings with the school and follow any school procedures relating to the disclosure of any such transactions. You should neither seek, because of your position, nor accept, because of an organisation's dealings with the school, preferential rates, reductions or any other favourable treatment in the purchase of goods and services.

21.4 **Procurement of goods and services and disposal of county council property:**

(see also note 2 below)

21.4.1 Procurement procedures must be strictly adhered to and you must not accept any inducement or preferential treatment if you are responsible for procuring goods or services for the school or disposing of surplus property.

21.4.2 In addition, staff should always be in a position to demonstrate that 'Best Value' has been sought and achieved. Detailed guidance on procurement and tendering is set out in the council's Financial Regulations and Procurement Code.

Conduct and Performance

22.1 Unacceptable behaviour and/or failure to maintain satisfactory standards of conduct or performance will lead to action being taken against you under the appropriate

procedure. This includes specifically the failure to behave at all times in accordance with the school's and county council's stated values.

22.2 You must ensure you understand the requirements of this Code of Conduct, the [Safe Working Practice for Staff guidance](#) and any terms and conditions, rules, standards and requirements that apply to you and your job (see also note 2 below). Any of the examples of unacceptable behaviour listed below may be considered as misconduct or gross misconduct depending on the relevance to your role, your seniority, the seriousness of the act and particular circumstances. Those underlined normally will be considered as gross misconduct. The list is not exhaustive and other unacceptable behaviour not specifically listed nevertheless may be considered as misconduct or gross misconduct:

- a) any form of unjustifiable discrimination, harassment, threatening or bullying behaviour, e.g. on the grounds of race, sex/gender, sexual orientation, marital status, disability, age, religion or belief; whether or not the subject of current legislation;
- b) any physical, emotional or sexual abuse of a child or other vulnerable person
- c) possession, displaying, viewing or downloading of offensive or extremist materials, playing or downloading games, accessing 'unacceptable' websites e.g. websites of a sexual nature, gambling, betting or gaming, in the workplace or via any portable device, e.g. laptop, mass storage, which is the property of the school or county council and has been provided in connection with the postholder's work;
- d) undertaking private activities during working hours;
- e) unpunctuality, misuse of time and time recording, unauthorised absence from work;
- f) refusing to comply with reasonable orders and instructions;
- g) deliberately causing damage to school or council property;
- h) harming or endangering other persons or property, e.g. by contravening safety rules;
- i) neglect of duty/lack of due care or diligence, disruptive behaviour, poor attitude;

- j) fighting, threatening or actual violence towards, physical assault or abuse of another person whilst at work (NOTE: this does not include reasonable physical restraint necessarily carried out in the course of duty);
- k) theft, unauthorised removal, misappropriation, improper or unauthorised use of school or council property, systems (including telephones, IT, email and internet), vehicles, equipment, name or other resources. This may include loss by failing to properly secure or safeguard;
- l) failure to report criminal convictions, particularly those which may be relevant to the type of work undertaken, e.g. driving convictions where the work necessitates driving on school business, indecent assault where working with children or vulnerable adults;
- m) fraudulent or misleading practices and/or omissions in connection with official duties, e.g. deliberately falsifying school or council documents, reports, etc.;
- n) fraudulent or false claims for payment of salary, expenses and/or allowances, etc. or seeking financial gain by deception;
- o) acts involving bribery or corruption;
- p) any action for which it would be appropriate for the school or council as an employer to take legal proceedings (irrespective of whether such proceedings are taken);
- q) sexual misconduct at work;
- r) wilfully breaching any school or county council policy or procedure;
- s) drunkenness, being unable to carry out duties through the influence of any substances including drugs, whether or not prescribed, and alcohol, or for any other avoidable reason. (N.B. It is equally inappropriate for those hosting visitors or working in close proximity to service users such as children and vulnerable adults to have alcohol on their breath even though this may not amount to drunkenness.);
- t) possession, buying or selling of weapons, illegal substances or materials at work;
- u) any breach of trust or security in respect of information or procedures;

- v) obtaining or attempting to obtain access to any information (including information held or stored by electronic means) to which the employee is not entitled;
- w) any action which may bring the good name of the school or county council into disrepute;
- x) as an employee, public opposition to the stated aims and policies of the school or county council, criticism or blame of colleagues, council departments or county councillors through any medium including internet 'blogs', websites, social networking sites, etc.;
- y) any action unconnected with work which brings in to question your suitability as an employee of the school or county council;
- z) failing to report serious misconduct, aiding or inciting another employee to undertake any of the above actions or other act of wrongdoing.

Note 1:

Personal interests as set out in paragraph 3 (e.g. in contracts/procurement), other potential conflicts of interest and any offer of gifts and/or hospitality as set out in paragraph 10 or paragraph 20, other than of a minor 'token' nature, are to be notified in writing to your Headteacher who will notify the Head of Legal & Democratic Services who will include them in the Register of Officers' Interests.

Note 2:

Under the Bribery Act 2010 it is a criminal offence if a person fails to prevent bribery, bribes another person with the intention of obtaining or retaining a business or a business advantage, or receives a bribe, whether or not unwittingly.

Governors

[School Governors](#) have an important strategic role and play a key part in developing and monitoring school policy. As part of their role they are responsible for financial matters relating to the school budget, as well as:

- Ensuring that good educational standards and practices are maintained.
- Focusing on the achievement of pupils and the quality of the curriculum.
- Asking challenging questions as part of their role in monitoring and maintaining standards.
- Monitoring and advising on policies for Sex Education and Religious Education.

Governors' Meetings are held on a regular basis throughout the year and cover a wide range of issues. The main agenda items focus on reports from the committees (Standards, Curriculum, Finance, Staffing, and Buildings & Community) and the Head Teacher's Report, plus other aspects of their statutory duties. The Governors contribute fully to the discussions and decisions relating to the strategic vision for the school, and bring a variety of perspectives to these debates.

Chair Mrs Brenda Lines – office@wfs.worcs.sch.uk

Vice Chair (LA) Mr Mark Cupitt

Head Teacher Governor Mrs Rebecca Garratt

Parent Governors Mrs Sarah Oliver

Mrs Kelly Yapp

Co-opted Governors Ms Jayne Nicholl

Mrs Sue Brooke

Vacancy

Mrs Krys Malpass

Teacher Governors Miss Lyndsey McKaye-French

Clerk to the Governors Mr Phillip Engleheart

Photographs of Governors can be found on our website

AN OVERVIEW OF THE ADMIN TEAM'S ROLES & RESPONSIBILITIES

Lyn Cole

Administration Management
Financial Management
Premises Management
Personnel Management
Health & Safety Officer
Weekly Boarding
Habberley Learning Campus

Tracey Birch

School Office Manager

Staffing

- Supply & Absence Cover
- Timesheets
- Contracts/Recruitment admin
- Sickness Records
- Staff Handbook
- Scholarpack Personnel Database
- Manage Single Central Register

To coordinate and book all CPD courses

Support Headteacher & SLT with all confidential matters

Julie Hopkins

Invoicing/Purchase Orders
All income/collect funds for school trips & visits
Petty Cash
School Fund
Inventory
School Uniform
Lettings
Budget Holders report
Pupil Premium
16-19 Bursary Fund

Gemma Shaw

Reception duties
Pupils Attendance Data
Exclusions
Pupils Records – Scholarpack
Census returns and reports – Scholarpack
Minibus bookings
General school administration/letters/emails/SEVs
Headteachers Report to Governors
Website
Leavers – pupils
Offsite Provision timetable
Evidence for Learning

Lynn Hardiman

Reception Duties
Pupils Records – Scholarpack
Assessment Data
General school administration/letters/emails/SEVs
Holiday Club/liaise with outside agencies re: funding & referred places – monitoring & invoices
Virtual College
Out of County Funding – invoices
Census returns and reports – Scholarpack
Parents' Evening
Ordering milk & fruit supplies

Kathryn Vaughan

Reception duties
Pupils Records – Scholarpack
Census returns and reports – Scholarpack
General school administration/letters/emails/SEVs
School calendar/meeting room bookings
New pupil admissions – Preparation of packs/letters & liaise with SLT & LA re: prospective pupils
WFS Nursery link
Newsletters

Karen Ingarfield

Pupil Review Manager
Administration of Annual Reviews and Education, Health and Care Plans



Multi-Professional Support

To effectively meet the needs of our pupils and their families we need to work with a wide range of professionals. Our main partners are:

Communication Team

The team consists of a Communication Support Lead, Communication Assistants/First Aider and Speech and Language Therapists. Within our team we also have a trained Signalong Tutor.

Our team aim

“We will support the communication needs of the pupils at the Wyre Forest School by promoting a high-quality consistent approach to communication and interaction.”

We aim to do this through the school’s four communication standards. The expectation is that all staff follow this as part of their normal daily practise.



Communication Standard 1

“The school provides a communication friendly environment. Classroom staff consistently support communication and learning through use of visual resources”

Communication Standard 2

“Classroom staff consistently use language that matches learning, language and emotional literacy level of individual learners”

Communication Standard 3

“Classroom staff consistently use the mode of communication that matches the primary means of communication of individual learners”

Communication Standard 4

“Teaching staff and Speech and Language Therapists (SaLT) will work collaboratively to develop and monitor appropriate targets”

We embed the four communication standards by liaising with staff, individual assessment of referred pupils, jointly setting targets for IPPs, working in class, setting up and maintaining the school's communication friendly environment and loaning out communication and interaction resources. All classes have a Communication Standards Handbook. These are located in every classroom

and contain lots of useful information on communication. Wyre Forest School has the primary ICAN Award at specialist level and is a registered Widgit Centre.

School Medical Service

The Consultant Paediatricians Dr Lewis and Dr Edmunds hold medical appointments at the school seeing all pupils once a year. Parents can request a medical for their child with any consultant if they so wish.

School Nurses

Kate Randle (Nurse), Emma Zinzan (Nurse) and Emma Barnes (Health Care Assistant) are employed by the Health Authority, they are very skilled in working closely with families to support improved health, personal development and behaviour and are available for home visits when required to do so.

Family and Pupil Support

The Family and Pupil Support at WFS, is undertaken by Alison Hopkins (Assistant Headteacher), offers a wide-ranging service from advising about benefits and providing training courses for parents on behaviour management to helping pupils to develop: personal independence in self-care, improved sleep and dietary routines or improved behaviour. They support the development of close home school links and will liaise and provide links to other agencies. As DSL she also has the whole school overview of safeguarding and attendance.

Speech & Language

We have a team of speech and language therapists (SALT) employed by the Health Authority. Their role is to work very closely with our communication team, class and subject teachers and teaching assistants to ensure a consistency of understanding and approach exists for all learners. Referrals should be made via class teachers/tutors using the referral forms located in Communication folder on the shared drive.

Physiotherapy and Occupational Therapy

Physiotherapists and Occupational Therapists visit the school regularly to set up programmes, which are implemented by staff, including our Physical TA. The occupational therapists and physiotherapists will monitor and assess students to evaluate their individual progress and set new targets.

Skills Guidance and Support Personal Adviser

Specialist careers advisers visit the school regularly and work with students and families in Key Stages 3, 4 and 5 to develop their understanding of and to prepare them for their transition from school to Further Education, training or work

Integrated Services Specialist Support (I.S.S.S)

Linda Webb (visiting teacher for visual and hearing impairment) visits the school on a regular basis.

Child and Adolescent Mental Health Service (CAMHS)

The school works closely with CAMHS, which is a specialist community NHS service for children and young people who have moderate to severe emotional and mental health problems (and their families). Requests for support should be directed to Brian Thomas.

Moule Close Short Breaks Unit

Dee Gauden is the officer in charge of our local respite unit. Staff from the unit frequently collaborate in the consistent implementation of behaviour programmes. 01562 823653

Osbourne Court

Children's Short Breaks (respite) Service provides regular short breaks to children and their families, both planned and emergency admission for assessment and support for a stay of up to four weeks (longer by agreement) Manager – Hilary Raitt – 01684 612727

Registers

Registers are taken via ScholarPack – <https://scholarpack8.co.uk/wyreforest>. Teachers and lead TAs can obtain ScholarPack login details from Tracey Birch, Office Manager.

- Once logged in, click Home & Register
- Select Class from drop-down menu & click View
- For each listed pupil, select Present / Absent / Late / More Codes (if required) – you can also add Notes but click Save
- Click Finish Register

Year 'AllYears' - Form 10S PM

Student	This Year	This Week	Attendance Code	PM Note
	95.74%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	98.03%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	91.48%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	100.0%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	92.46%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	94.75%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	92.13%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	91.8%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	100.0%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save
	89.51%	●●●●●●●●	<input type="radio"/> Present <input type="radio"/> Absent <input type="radio"/> Late More Codes	Enter attendance notes... Save

Total number of students in class: 10

Finish Register

Registers are called twice daily (at 8.45am and at 1.05pm). **It is a statutory responsibility** that registers are completed at 9.15am and at 1.15pm. For morning registration, any child arriving after 8.55am but before 9.15am will be recorded as a code of L which is 'late before registration is closed' and any child arriving after 9.15am (the closing of the morning register) will be recorded as a code of U which is 'late after registration is closed' for that session.

Safeguarding Children & Young People - Wyre Forest School fully recognises its responsibilities for safeguarding children. [Our policy](#) applies to all staff, governors, students and volunteers working in the school. We need to remember ***“it could happen here!”***

There are five main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- Establishing a safe environment in which children can learn and develop.

A copy of the Safeguarding policy can be found on our school website.

Please be advised that we now maintain a Safeguarding Library on the computer drive at school where you will find a range of Government and Local Authority documentation.

Child Protection – If you have any concerns about child protection/safeguarding issues please talk to Alison Hopkins, Brian Thomas or Abby Baker who are our designated safeguarding officers.

Safeguarding and Child Protection is paramount to WFS. All staff, Governors, students and volunteers **MUST** read, understand and agree to follow our safeguarding policies and procedures including KCSiE and undertake mandatory training on Virtual College.

CPOMS – New staff must see Rebecca Garratt for login and how to use. If you forget your login, click on forgot password and follow instructions. School cannot reset passwords for CPOMS.

<https://wyreforest.cpoms.net/auth/identity?origin=https://wyreforest.cpoms.net/>

CPOMS must be completed as soon as the incident or observation occurs.

Lanyards and Fobs

All staff must wear the appropriate purple lanyard and identification at all times.

Red lanyards are given when we do not have or have not seen DBS certificate. Red lanyards **MUST NOT** be left unsupervised at anytime.

Agency staff to wear green lanyards.

Children's Services Human Resources

Safe Working Practice for Staff in Education Settings



An introduction leaflet for all staff and volunteers working with children to help establish safe working practice in schools, academies and all settings where children receive formal education

Document No: 33(a)

Date: September 2015

1

SAFE WORKING PRACTICES

- **staff** must report concerns about other staff behaviour in the interests of both staff and children involved
- **staff** must keep to confidentiality protocols and discuss any information sharing issues with senior staff if in any doubt
- **staff** should be careful not to misuse their power and influence over children
- **staff** should ensure their behaviour remains professional at all times, including their dress and use of language
- **staff** should not receive gifts, other than small tokens of appreciation
- **staff** should not give gifts, other than as part of an agreed reward system or given to all children equally
- **staff** should guard against any pupil forming an infatuation with them and report any such concerns to senior staff
- **physical** intervention should never be inappropriately used, should follow relevant procedures and be clearly recorded and reported
- **physical** contact should be minimal, time limited, age appropriate and in response to the needs of the child at the time
- **intimate** care and first aid should only be administered according to relevant procedures and care plans
- **staff** working in one to one situations should ensure there is visual access and remote or secluded areas should be avoided
- **staff** should not engage in personal email or telephone contact with pupils, including instant messaging, text messaging, and social networking sites, etc.
- **any** out of school contact should be planned in advance and agreed with senior staff and parents
- **home** visits should be planned and agreed with senior managers and risk management plans should be in place and adhered to
- **only** authorised areas of the curriculum should include any sexual or other sensitive material; staff should take advice from senior staff if there is any chance of misinterpretation

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This leaflet summarises key points from the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings – DCSF March 2009

STAFF - includes all adults working with children, in whatever capacity or setting, paid or unpaid.

CHILDREN - includes children and young people under the age of 18.

SCHOOL - includes any setting in which children/young people receive formal education.

HEADTEACHER - is the senior manager in the setting.

UNDERPINNING PRINCIPLES

Staff should:

- be aware that the welfare of the child is paramount (Children Act 1989)
- understand their responsibilities to safeguard and protect children and young people
- be responsible for their own actions and behaviour, and avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work, and be seen to work, in an open and transparent way
- be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- apply the same professional standards regardless of age, disability, race, colour, ethnic or national origin, gender, religion and belief, sexual orientation, marital status, or trade union membership
- discuss and report concerns or take advice immediately from their line manager or another senior member of staff over any incident which may give rise to concern
- keep a record of any concerns, decisions made and further actions
- be familiar with local child protection arrangements
- know the procedures for handling allegations against staff and to whom they should report concerns

2

- **internet** use should be according to school policy and there should not be any access to inappropriate material or unauthorised images of children
- any taking or recording of images of pupils should take place with regard to the law, school policy and the need to safeguard the privacy, dignity and safety of pupils
- **communication** with pupils should never be sexually suggestive; staff are in a position of trust and should never engage in any sexual relationship with pupils in or out of school.

CONCERNS ABOUT THE CONDUCT OF A MEMBER OF STAFF:

- You must report to the Headteacher/Senior Manager any concern that indicates that a member of staff or a volunteer may be a risk to or may have acted inappropriately towards children
 - If the concern is about the Headteacher/Senior Manager you must report it to the Chair of Governors or, in their absence, direct to the Senior Adviser for Safeguarding Children in Education
 - If you feel unable to report the matter within school you must seek safeguarding advice from the Senior Adviser for Safeguarding
 - Record what you have noticed or what has been said and sign and date it
 - You should follow the procedures but you have a responsibility to whistle-blow if all else fails
 - **KEEP THE MATTER CONFIDENTIAL.**
- Advice can also be sought from the LADO and/or the Access Centre. There are procedures for dealing with concerns, allegations and disclosures which take account of the seriousness and sensitivity of these situations.

Contacts

- Senior Adviser Safeguarding Children in Education - 01905 728902
- Local Authority Designated Officer (LADO) - 01905 766090
- Children's Services Access Centre - 01905 768054

4

A-Z of Information – This is not an exhaustive list, but to help and support you.

Attendance – Staff - Staff must sign in and out, using their fob, every time they enter or leave the building. If you are attending a meeting at Russell House or going to the EY'S hub you must sign out of the main school building and sign into the building you are going to. Staff should be ready to start work at 8.35am NOT be arriving by then.

Absence - Reporting Absence - Absence must be reported in **person** between 7.45am – 8.15am on the day of absence to Tracey Birch. Messages must not be relayed via colleagues. Keep school informed on next day absences before the end of the school day (3pm). Failure to do this could lead to disciplinary procedures. Staff must report to Tracey Birch on their return to complete appropriate paperwork and return to work interview with a Senior Leader if required. We follow the [Managing Staff Absence Policy](#).

Absence other than sickness – **If ringing in for any other reason other than sickness you will need to speak to a member of SLT.** There is no entitlement to paid or unpaid leave of absence from work. The Governing Body understands some personal circumstances may make absence unavoidable, however, staff must ensure that all nonattendance is authorised by a senior member of staff, discretionary approval may be granted based on details of personal circumstances and attendance record. Equally there is no automatic entitlement to be away from work to support the care of sick relatives, authorisation should be sought in each instance. Please ensure you read and understand the Managing Staff Absence Policy. We try to support staff attending their child's events at school but will not cover, therefore the class team need to agree. Parents with children in school must request personal absence leave to attend their child's meetings/reviews.

Accident Reporting & Recording – The county council use the Medgate on-line Accident Reporting System, the link to completing this form can be found on the school website. The school's existing pupil accident sheets for minor accidents are still to be used. Speak to the School Business Manager (Lyn Cole) if you are unsure.

Annual Review of Education, Health and Care Plan – Each pupil will have an annual review of their EHCP and Parents/carers are invited to complete a parent comment form before the meeting. All professionals involved with the pupil will be invited to attend.

Appointments - All Doctors and Dentist appointments must be made outside of working hours. From experience, most hospitals will happily move your appointment to a later time. Staff taking appointments during working hours has put financial pressures on schools and a huge impact on colleagues and pupils.

Care Assistants – Care assistants are a key part of our staff team. They are the adults that are employed to support the personal care plans of identified pupils. Not all classes have an allocated care assistant but where there is a significant need for care and hygiene this additional level of support can be allocated to ensure all aspects of a pupils' development is supported. Care assistants are trained to support the achievement of care planning objectives and are not to be used as additional members of the class team or for covering absence. Their role is to supplement what the class team can provide and ensure that, where possible, we can allow teaching assistants to be in the classroom supporting learning for the optimum time possible. Care assistants are currently employed between the hours of 9.30am to 11.30am and

then 1.30pm to 2.30pm. At lunchtime (11.30am to 1.30pm) they are utilised as lunchtime play workers and support the lunchtime arrangements as appropriate.

Car Parking - The school has parking at the front of the school. All vehicles are parked at the owners' risk and the school will not be liable for any damage caused to vehicles. Please ensure you display WFS car sticker, so that the car park attendant knows you are a member of staff. Staff parking on Baxter College land could be clamped.

CCTV - is used to protect the school buildings and support in keeping pupils safe. It will not be shared with anyone, apart from the police.

Communication – All staff briefings are held via Zoom on Monday and Wednesday mornings (8.35am). Briefings are not optional. It is your responsibility to keep up to date if you are absent for briefings. Any member of staff can email the Headteacher briefing items. Dates are advertised via the school weekly newsletter and Twitter alongside the school website calendar. It is very important that we plan well in advance so as not to put pressure on staff or pupils. Dates must be agreed with SLT then given to Kathryn Vaughan who will communicate them to parents. We then need to celebrate all of our wonderful work and events by our Newsletter and School Twitter feed. Pass information and photographs for weekly newsletter to Kathryn Vaughan and Tweets to Brian Thomas.

Communication with Parents –

Excellent Communication/Relationships with Families at WFS.

Communication at WFS by Class teacher & G3/4 TAs

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication ongoing for all our families.					
Get to know you call.	Annual Review (if timetabled).	Annual Review (if timetabled) or a check in call.	Annual Review (if timetabled) or a check in call (not Post 14).	Annual Review (if timetabled) or a check in call (Post 14 only).	Reports sent home electronically.
	Parent/Teacher Meeting		Parent/Teacher Meeting Post 14	Parent/Teacher Meeting everyone except Post 14	
Face to face meetings where necessary due to issues eg: sensitive discussions or behaviour					
Organise a 'family' event during the school day.	Organise a 'family' event during the school day.	Organise a 'family' event during the school day.	Organise a 'family' event during the school day.	Organise a 'family' event during the school day.	Organise a 'family' event during the school day.

- Marvellous Me - to be used as the communication tool with parents and every child to get at least 1 sticker every half term. See Kathryn Vaughan for admin of Marvellous Me! KVaughan@wfs.worcs.sch.uk
- Evidence for Learning (E4L) – share a minimum of one piece of evidence (video/photo and /or written observation) with parents every week. This can be linked to a target or 'wow' moment (See Rachel Wright rw168@wfs.worcs.sch.uk for recording issues/ideas etc and Gemma Shaw gshaw@wfs.worcs.sch.uk for admin of E4L).
- Regular phone calls home – and recorded on CPOMS (**email only when necessary**)
- All letters from admin emailed – no paper (environmentally friendly)
- Zoom when and where appropriate – remember not everyone likes it or can access it.

- Annual Review once a year – timetabled by Karen Ingarfield Pupil Review Manager kji9@wfs.worcs.sch.uk
- No homework diaries/paper information going home
- Face to face meetings when needed eg: to discuss a sensitive issue/behaviour etc, still observing hand hygiene, respiratory hygiene and ventilation to prevent your illness (book rooms with Kathryn Vaughan KVaughan@wfs.worcs.sch.uk)
- For LAC pupils, x2 LAC meetings a year where the person responsible for the meeting is the Independent Reviewing Officer (IRO) – not the class teacher and a Termly PEP meeting where the person responsible is the Social Worker – not the class teacher.
- For pupils who are residents at Russell House a termly Team Around the Child (TAC) meeting is held with the class teacher and care officer.
- As and when required Alison Hopkins ajh213@wfs.worcs.sch.uk may invite Class teachers to be involved with an Early Help Assessment meeting with parents.

If a child is long term sick or having an operation etc then keeping in touch with parents and carers is very important. Please make sure this is recorded on CPOMS.

If a child is self-isolating we need to ensure we are providing learning, again this needs to be recorded on CPOMS.

Please make sure that you do not respond to emails, including parent emails after 5pm or at weekends.

Your time with your family and friends is precious and you need time to reboot.

*if you are involved to a PEP/LAC or other detailed meeting for a child where the parents are in attendance, then this will count as your communication for the half term and there is no need to do a check in call.

*check in calls must include talk about ‘learning’, ‘progress’, etc

*family event could be a class assembly, life beyond school event, coffee morning/afternoon, link to the curriculum event, stay & play, joining a creative session, joining a physical session, learning alongside etc etc

Control of Infection – Staff must be aware of guidelines for reducing the risk of infectious diseases when dealing with bodily fluids. Control measures include ensuring gloves/aprons are worn and correct hand washing. Staff have a responsibility to ensure that their vaccinations are up to date to reduce the risk of infection. Hepatitis B injections are provided by WCC and referral forms can be found in the school office.

Critical Incidents – Please ensure you have read, understood and can follow this policy. It will hopefully never be required but is vital to keeping everyone safe.

Dress Code - All non-verbal behaviour including our dress communicates a message. The messages we wish to communicate to learners, parents/carers and professionals include respect, appropriacy and safety.

- Staff will be required to dress smartly and sensibly with regard to prevailing activities.
- Female staff dress should be discrete and respectable with due regard to safe practice and the emotions of young men.

- Male staff will either wear shirts with collars or polo shirts.
- Track suits/shorts are only to be worn for Physical Education or outdoor learning. (Staff are able to change in the Staff Changing Room in the swimming pool)
- Jewellery must be safe for the activity and pupil group.
- Footwear must provide protection and full mobility (e.g. no open toes).
- Denim jeans or other denim items are not to be worn.
- In hot weather staff may wear tailored shorts which MUST come to at least the top of the knee

E-mails - All staff are assigned a personal email address. All staff should check their email account on a regular basis, at least weekly. Staff should not use school PCs to access their personal email accounts. Staff should think carefully before sending an 'All Staff' email or who they copy in to the email. No emails after 5pm or before 7am. Remember anyone can email briefing items to the Headteacher.

Emergency School Closures (Snow) – The Headteacher will inform staff of any emergency school closures via text message using ScholarPack. Please ensure the school office has your up to date mobile number. It will also be announced on local radio.

Equal Opportunities – The school is committed to a policy of equal opportunities for all pupils regardless of gender, ability, religion, race, age or social background. In order to do this we will:

- Ensure that every individual within the school community is valued.
- Ensure that we welcome and celebrate difference and diversity.
- Oppose and challenge discrimination and harassment in any form.
- Work in partnership with parents/carers and the wider community.
- Ensure that resources and displays reflect the range of cultures in the community.
- Ensure that we promote positive images of both boys and girls and avoid stereotyping.
- Regularly monitor and evaluate opportunities offered to individuals.
- Have high expectations of all our students enabling all of them to reach their full potential.

E-Safety/Acceptable Use Policy – On commencement of employment staff will be required to complete an acceptable usage form confirming they are aware of the policy and return to Tracey Birch at the school office. Staff must keep pupil and staff information confidential and should not engage in any social networking site in such a way as could bring the school or other staff into disrepute. The devices we provide are expensive. If a device is broken by drinks or at home, staff will be liable for the full cost of repair/replacement. It is advisable to insure them on your own house contents insurance.

Handling Cash – All cash collected for activities or trips must be handed in to the finance office on the day it is collected, where it will be recorded. **Do not keep cash in classrooms.**

Petty Cash – Purchases should be made through the official ordering system whenever possible. Occasionally staff may need to make small purchases and request reimbursement from petty cash. All purchases must have prior approval from Rebecca Garratt (HT) Receipts should be attached to a completed Petty Cash/Money Back Request, signed by Rebecca Garratt (HT) and handed in to the finance team.

Fire Procedures – There are detailed instructions around school indicating the nearest fire exit point and assembly points. Please familiarize yourself with the evacuation details for your classroom and the nearest call point should you discover a fire. In the event of an alarm,

please assist your pupils to evacuate; do not stop to collect personal possessions. The Head, Deputy or Fire Officer will give permission for pupils and staff to re-enter the building once safe to do so. The fire alarms are tested weekly on a Wednesday before 8am.

First Aid – Jane Bennett is the designated first aider for the school. If a pupil requires first aid following an accident or injury:

- Refer pupil to designated first aider for treatment
- Pupil accident form to be completed on Medgate by first aider on the same day. Any head bump letters to be returned to Jane Bennett.
- First aider to send completed Medgate form home to parents/carers and member of class team can also inform parent/carer via home school diary.

Where a child is seen by a first aider and a parent/carer needs to be contacted because it is a minor injury, the initial call will be made by a member of the class team. They should persevere to make contact with parent or other emergency contact for 30 minutes. If after 30 minutes no contact is made or families are unable to attend, then two members of staff will take the child to minor injuries. The class team, form tutor or TA remain responsible for gaining all the information and facts regarding an incident before holding the initial conversations with parents/carers so that one factual account is provided and will help inform the parents/carers decision to attend minor injury or not.

Staff should inform the Headteacher if requiring medication in school or if they have a medical condition.

Fobs - The photo ID fob you are issued with must be worn on a WFS purple lanyard at all times. If you lose your fob it will be replaced at a cost of £2.50. Lyn Cole School Business Manager needs notifying immediately as it is a security breach.

Food and Food Hygiene – Wyre Forest School is ‘a nut free zone’ as we have pupils and staff who have allergic reactions to such products. Staff must wash their hands before and after handling food. Students must wash their hands before lunch and snack times. A number of staff have undertaken food hygiene training and staff regularly involved with food preparation should request such training by e-mailing Jilli Guy jeg52@wfs.worcs.sch.uk

GDPR - Should you think that you have caused a data breach, you must immediately contact the DPO (Data Protection Officer – Jo Kehoe) or relevant member of staff and follow the WFS Personal Data Breach Protocol, as shared with you.

Electronic & storage devices:

- Laptops cannot be used outside of school unless they are fully encrypted.
- iPads must be passcode protected.
- Only encrypted memory sticks should be used to hold personal data.
- Delete/remove any personal data stored on old memory sticks, hard drives etc that are not encrypted.
- When using electronic devices to look at any work that relates to personal data, including emails, ensure your screen cannot be viewed by anyone else.
- School email address should not be used for personal use.

Data

- Unnecessary data should not be transferred between home and any other setting e.g. class/pupil/staff lists, data records, particularly where this data is already stored securely on

an electronic device.

- When attending meetings away from school ensure that you transfer any paper data securely and it returns to school with you.
- Where you do take home data in the form of marking, pupil workbooks etc ensure that it is in a secure bag/box with no names, etc on show.
- Consider your journey - If you visit somewhere on route to your home, you will need to remove all forms of data from your car and keep these with you.
- At home, be sensible, keep the data securely stored in a closed bag/covered box.

Do not discuss any personal data about staff/pupils with friends and family out of school

Health & Safety – All staff in school have a personal responsibility for the health & safety of themselves, their colleagues, pupils and visitors. Our pupils are especially vulnerable and staff need to be constantly alert for possible sources of danger. It is also the duty of every member of staff to report any unsafe conditions to the Headteacher (Rebecca Garratt) or School Business Manager (Lyn Cole). Each member of staff has a responsibility for drawing their line manager'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 will be expected to have knowledge on what to do if an accident or incident occurs, know the fire and first aid procedures and understands the basics of infection control.

Hydropool - When using the hydropool please ensure all swimming and cleaning rules are followed, they are displayed clearly on poolside.

The pool must be left clean and tidy as found and changing rooms and changing beds wiped down to ensure a good standard of hygiene.

Induction – see policy attached and website

IT Network Log – For reporting IT issues please e-mail your request to

help@lourdesit.org.uk or log a ticket via the Lourdes IT website:

<https://help.lourdesit.org.uk/support/home> where the IT team will action your requests.

Looked After Children (LAC) and Previously LAC (PLAC)–

Wyre Forest School have a number of pupils that are classified as being LAC. LAC stands for Looked After Children and these are pupils who are fostered or in local authority care. In addition, we have pupils who are classified as PLAC and these pupils have experienced at least one night of being 'looked after' and are now either adopted, under a special guardianship order or returned to their birth parent/s. This is a group of pupils that have experienced significant trauma in their life and as a result our approach with the young people supports and targets the early childhood trauma by focusing on the emotional aspects of their development as a priority. In addition, many of these pupils will also have social services involvement and as a result will have meetings throughout the year to monitor their progress and development. These meetings may be LAC meetings (half yearly), PEP meetings (termly) and other specialist meetings. The school has a designated teacher for LAC pupils (Alison Hopkins) and also Karen Ingarfield is a key member of staff who can answer any questions and support your understanding of this cohort of pupils.

Leaving employment with Wyre Forest School - When leaving your employment with WFS you will carry out an exit interview with your line manager. Due to increasing financial pressures we can no longer sell iPads, laptops or other resources you may have used. However, on occasion we may have older devices that we are prepared to sell.

Maintenance and Repairs – Non-urgent repairs should be reported to the Site Manager using our new system Every <https://www.every.education/PP/Issues/Add> If the repair is urgent e.g. broken glass, please inform a member of the school office, John Caldwell and Steve Withers.

Maternity Leave (KIT/return to work) – Staff on maternity leave are encouraged to have Keep In Touch (KIT) days to help them make the transition back to school life. If you would like a return to work meeting with a member of SLT, it will be your responsibility to ask.

Medical – Please make sure the Headteacher is fully aware of any medication that might impact on your role, or where we may need to know to support you or complete an appropriate risk assessment. Any staff medication **MUST** be locked away and not taken in front of the pupils, if any medication is found, it must be handed in to a Senior Leader.

Meetings – Class meetings are held on Mondays between 3.10 – 4.10pm. Staff meetings are on Wednesdays between 3.10 – 4.10pm. Details of meeting will be circulated at the beginning of each term.

Mercury – On employment WCC will issue you with login details and password for Mercury. On first entering the site please add your memorable information, this will enable you to change your password if you get locked out. All absence requests and additional hours should be logged on mercury and a paper copy given to Tracey Birch. Should you need to contact Liberata for password resets please e-mail Passwordresets@liberata.com with your pay role number and NI number. For further information on how to use Mercury see Tracey Birch. Requesting absence leave does not guarantee it will be granted.

Mobile Phones – Please ensure that your mobile phone is switched off during work times and locked away. If there is an emergency you can be contacted via the school office. Please give the school number for this purpose. Use of cameras on personal mobile phones is prohibited. Offsite mobile phones should be used and, where personal phones are used, only in an emergency and not for taking photographs.

Ordering Food for Class – If you require ingredients for a food practical lesson, you must return a completed “Food Technology Order Form” to Julie Kirby/Jilli Guy by the end of the day on a Thursday, electronically or by hand. The food will be delivered to school on the following Monday and can be found in the Primary Food Room by lunchtime that day, bagged up for each class group. If the ingredients are required for use in the Secondary Food Room, it will be ready in the room for the start of your lesson. The form to be completed can be found in DT Food, in the shared area.

If you require food for a non-food technology lesson, this must be agreed by Rebecca Garratt (HT) then Julie Kirby/Jilli Guy will order this for you.

If you require ingredients to be used for sensory lessons, this must also be agreed by Rebecca Garratt (HT) prior to purchase. Staff must purchase the items and then claim the money back via petty cash – please see Julie Hopkins (Finance).

If you are using the Primary Food Room, a member of the class team must hold an up to date Food Hygiene certificate. If you are using the Secondary Food Room, Julie Kirby and Jilli Guy will always have an up to date accreditation.

Part Time Contracts- it is the individual member of staff responsibility to ensure they do not work/claim for hours which have not been approved beforehand by the Headteacher.

Teaching Assistants must meet with Tracey Birch (HR) July/September to ascertain what hours/INSET/meetings etc they need to attend.

Teachers must meet with Rebecca Garratt (HT) July/September to ascertain what proportion of the 1265 hours they are working for the next academic year.

Each year when staffing for the following year is carried out, part time staff may be asked to change their working day. We will give at least ½ term notice.

When requesting to go part time, you cannot stipulate the days, nor will the days be set in stone. We have to meet the needs of the school first, but will endeavour to meet school and staff needs.

PAT Testing- Any electrical items that are brought into school must be PAT tested by the Site Manager before use, John Caldwell and Steve Withers.

Performance Management – Will take place annually where targets are set and reviewed by your line manager. For teachers, this will link with pay progression based on performance and will be completed by the end of September.

Personal Care – The privacy of pupils will be respected and each pupil handled sensitively at all times. Staff should wash their hands before and after changing pupils and wear disposable gloves and aprons (if appropriate) at all times. The pupil should be isolated either on a changing bed or within the toilet area that can be cleaned after use. Pupils should be cleaned using wet wipes and all materials should be disposed of in the bins provided. Any soiled clothes should be contained in a sealed plastic bag and returned home. Spillages of bodily fluids should be cleared up as soon as possible, and cleaning in progress warning signs to be put in place. Bio hazard kits can be obtained from the school office. Please make sure you have read, understand and follow the Physical Contact & Intimate Care Policy.

Photocopying – If you wish to do personal photocopying please seek permission from Lyn Cole/Tracey Birch. The cost of copying will be 0.40p for black and white and 3.8p for colour copies per sheet.

Positive Handling - At Wyre Forest School we do have pupils that exhibit a wide variety of behaviours including aggressive and physical behaviours towards themselves, others including staff and also school property. All staff receive 2-day training (with a one day bi annual refresher) in Team Teach, a bespoke de-escalation and positive handling approach that enables staff to intervene when pupils exhibit very challenging and dangerous behaviours. In 2013 the government issued guidance on the ‘use of reasonable force in schools’ and it is this document that we adhere to when intervening with a challenging pupil. It is important to highlight that positive handling is always a last resort and all other strategies for de-escalation should be used before a decision is made to positively handle a pupil.

Probation – We follow the WCC Probation Policy and Procedures for Support Staff in Schools. See on website.

Professional Development – Wyre Forest School is committed to the continued professional development of all members of staff. We have time allocated on a weekly basis for professional development and class meetings. In addition, all members of staff receive annual performance management reviews and personal development targets are discussed and agreed at these meetings. We believe that professional development should be individualised for each member of staff and are keen to support staff requests that will enhance their performance in the classroom and beyond. CPD requests should be submitted to the CPD co-ordinator, Jo Kehoe by completing the Professional Development Agreement and Evaluation Form.

Pupils Missing - Please make sure you are fully aware of what to do if a child goes missing. The Pupils Missing from School Policy is on the website.

Punctuality - We are role models for pupils. Staff punctuality will be monitored. Where there are concerns or patterns staff will be spoken to. If it does not improve, it could lead to disciplinary procedures. You need to be clear about your expected working hours and contractual expectations. We may use inventory to monitor this if we feel someone is not fulfilling either of these. It is essential that you sign in and out of the buildings for fire as well.

Pupil Attendance – It's a very simple fact that pupil attendance has a major influence on pupil progress. It also has an important bearing on pupil well-being. Teachers should remain vigilant in their monitoring of attendance and communicate their concern and support directly to parents and carers. (Attendance Policy). Care should be taken not to offend parents/carers of pupils who may be genuinely ill or delicate. Where attendance becomes problematic teachers should liaise directly with Gemma Shaw in the school office.

Registers – Registers must be completed by 9.15am in the morning and 1.15pm in the afternoon, including the reason for absence. If a message is taken by a member of the admin team it will be recorded directly on to ScholarPack. **Failure to complete registers on time or accurately could mean disciplinary procedures.**

References – If you are asked to complete a reference for a member of WFS staff past or present, you must seek permission from the HT first.

Resources – please only email requests for resources on a Mondays and Wednesday.

Any requests for curriculum resources, laminates, glue sticks, velcro and minibus boxes – please email Wendy Hill wh54@wfs.worcs.sch.uk

Any requests for personal care/hygiene items, photocopier items (such as toners) and specific switch/cause and effect toys – please email Nicola Tempest ntempest@wfs.worcs.sch.uk

Stationery items are available from the staffroom – please help yourself. Junk modelling items and coloured paper are available from the PPA Room near The Bridge.

We will always do our best to provide the learning resources that are needed but we do have financial constraints.

Risk Assessments

We take the safety of all our pupils and staff seriously and it is vital that staff complete quality risk assessments, adhere to them and review them. Staff must read, understand and follow the risk assessment policies and procedures. Please see Richard Liggitt or Rebekah Thompson for further information.

Russell House (weekly boarding unit) - All staff are encouraged to visit Russell House, especially if you have a pupil who stays there. Drop Abby Baker an email ab86o@wfs.worcs.sch.uk who will happily welcome you.

School Development Plan (SDP) and School Evaluation – Will be shared with staff as part of their induction training and termly as a whole staff. Every single member of staff plays a massive role in ensuring the school continues to improve and your input is vital.

School Dinners – Staff are able to purchase a school dinner. Please book meals on the morning with the catering staff, all monies to be paid directly to the catering staff.

Sensory Room – We have a wonderful and very expensive sensory room(s). You can only use the rooms if you have had the appropriate training from Lucy Campbell. The key needs signing in and out of Lucy's classroom and **MUST** be shut down properly at the end of each session. Failure to do so can lead to expensive maintenance. If you see something wrong with the rooms please notify Lucy immediately.

The 'Sensory Suite' is located towards the back of the school close to Woodlands sensory base. It consists of:

- Soft Play
- Sensory Store (central store for sensory based equipment and resources)
- Sensory Integration Room (overseen by the OTs)
- Light and Multi-media Room
- Dark Room

These rooms are used for individual or small group targeted work linked to physical or sensory needs. This may also include part of a sensory diet for modulating behaviour, or time to 'calm' and de-escalate.

If a pupil is using one of these spaces there should be a clear reason why, and planned learning objectives should be in place.

Soft Play

- May be used for carrying out physiotherapy programmes.
- May be used as part of a sensory diet.
- A calm space for intensive interaction to happen.

Sensory Integration Room

- Targeted OT work.
- Carrying out OT programmes for a sensory diet.
- A calm space for intensive interaction.

Light Room

- Responding to different environments.
- Cause and effect work.
- Visual work/tracking.

- Opportunities to ‘immerse’ pupils in a themed environment.

Multi-media Room

- Cause and effect.
- Controlling and interacting with my environment.
- Co-active working.
- Turn taking.
- Answering questions/quizzes.

Dark Room

- A calm space for intensive interaction.
- Tracking/visual awareness work.
- Opportunities to ‘immerse’ pupils in a themed environment.

Shared Areas – Please show respect for all shared areas and resources by taking time to tidy and clear up after yourselves.

Site Security - It is all of our responsibility to keep our school safe and secure. If you see anything that puts our site security at risk please tackle it. Either sort it yourself, or let maintenance or SLT know. If there is a person on site not displaying an appropriate lanyard please challenge them and take them to reception – you will always be supported by SLT. Keep padlock codes secret and **ALWAYS** jumble the code after locking.

Social Educational Visits (SEVs) - provide an important compliment to learning where they are an integral part of a planned scheme of work. Practical hands on experience can exemplify, reinforce and generalise learning initiated or completed in the classroom. Our local community offers widespread opportunities to mobilise interest and engagement as well offering an ideal forum for the development of social skills and independence.

Our communication team has provided a range of very useful resources (stored with the bus boxes) to ensure that communication opportunities are maximised on journeys. New resources packs - suited to the environments to be visited can be made upon request

Pupils may engage in SEVs on foot, using public transport or one of the school’s minibuses with or without tail-lift hoists. Social Educational Visits **must** be part of a planned scheme of work with differentiated and resourced Learning Objectives. SEVs should not be regarded as an entitlement to a weekly minibus trip to provide a treat or a break.

There is a Protocol for School Trips which gives full instructions for staff to complete relevant forms/risk assessments etc for *each* trip. Please see Rebekah Thompson for further information.

Off-site visits embedded into planned schemes of work provide important experiences to enhance, extend and compliment classroom learning. A visit may support the achievement of academic and IPP targets, engage pupils in real-life encounters and contextualise curriculum themes. Engaging with our local community provides many opportunities for the development of social skills, communication skills and independence.

During visits, pupils may travel on foot, use public transport or on one of the school’s minibuses with or without tail-lift hoists. Minibuses are driven by a qualified minibus driver. A pre-visit to the intended destination should be undertaken by the visit leader before a detailed

risk assessment is written. Learning objectives and resources for each visit must be carefully planned by the class team.

There is an **Educational Visits Policy** which gives full instructions and protocols for staff to complete for each trip. For the majority of day visits, a SEV form should be signed off by phase leaders at least 4 weeks prior to the trip and risk assessments signed off no later than 2 weeks prior to the trip. Please see Richard Liggitt (Educational Visits Coordinator) or Rebekah Thompson for further information.

Minibuses

Minibus drivers must possess a category “D” on their license plus a current Local Authority authorisation to drive. Staff without a category “D” can be supported to attain this through an assessed course. Alternatively, staff without a category D may drive the VW Transporter which can accommodate smaller groups. If you wish to obtain a Local Authority Licence please contact Tracey Birch tlb44@wfs.worcs.sch.uk

All drivers should complete routine vehicle checks as stated in the mini bus log books prior to each journey.

Drivers of tail-lift hoist buses with pupils in wheelchairs must have successfully completed Wheelchair securing and smoke evacuation course.

Use of own vehicle

When using your own vehicle for school business you must have business insurance on your policy. Mileage can be claimed (after seeking permission from your line manager) by completing a mileage claim form on Mercury. Please print a copy, attach the relevant petrol receipt and pass these to Tracey Birch (please also refer to the pay policy for guidance). Staff should exercise caution when transporting pupils in their vehicles. **Pupils should never be transported on a one to one basis.**

Staffing - Budgets are increasingly tight and at WFS we do whatever we can to ensure that we do not have to make staff redundancies. We therefore value and appreciate flexible staff because we are all part of team WFS. We try very hard to reduce the amount of spending on supply staff as it is not only expensive but is not conducive for our pupils. If you have pupils off sick or doing an activity that doesn't require your normal staffing levels please let Tracey Birch know and she can reallocate the staff member where there is a need.

Start & End of School Day - It is important that you understand your role and expectations at the end and start the children's school day. You must talk to your Line manager about what you should be doing. Pupil safety is paramount at the transition time and all staff need to be vigilant.

Students & Volunteers – The school welcomes students and volunteers who can bring expertise into the school. We work in partnership with a variety of educational partners which includes Universities, Colleges and Community schools.

The school provides opportunities for visiting students to engage in work experience, work towards professional qualifications and to carry out academic research.

Visiting students spend their time based in classes. They are expected to contribute to pupil learning as a member of the class staff team while receiving support from a school mentor. At the end of the placement evaluations are submitted by the student and the class team. Jo Kehoe manages the deployment of all students and volunteers.

Virtual College - We use Virtual College for all of our mandatory training and key policies. If you see other training on Virtual College that you would like to complete, please speak to Jo Kehoe. Failure to complete Virtual College training when time has been allocated will result in pay being deducted for the hours not worked.

Visitors – The school welcomes visitors. Every visitor is required to sign-in when they arrive, wear a visitor’s badge and a lanyard at all times and sign out when they leave the premises. Visitors will be given a green lanyard if school have their DBS information and a red lanyard if not. Visitors on red lanyards must be escorted around school **at all times**, if you see someone on their own escort them to the office. Members of staff should inform the school office if they are expecting visitors or if special events are taking place in school to ensure that all arrangements are recorded in the school diary and communicated to SLT and parents. It also presents a professional start to a visit to WFS.

Whistleblowing Policy – This policy is designed to encourage and enable you to be able to raise concerns you might have about the way the school or County Council conducts its business. It does this by providing you with an opportunity to raise concerns which you reasonably believe point to serious malpractice either in your school or within the County Council in a confidential way.

Work Life Balance - Working in school is hard work and very challenging. We need to have great resilience during term time and make sure we enjoy our 13 weeks holiday. If you are feeling overwhelmed by work please share your concerns with Rebecca Garratt. We will find different ways of working and strategies of support.

Please do not email after 5pm or before 7am or on weekends or holidays. Do you need to email or could you talk to the person? Can it be communicated at a briefing? Is it really life or death?

Do not check your emails after 5pm or before 7am, you need a break from work and the blue light so that you can sleep.

Working Offsite Policy - As part of your normal working practice, there may be times when you work at home or in another setting away from school. The same guidelines apply as in school to ensure that working practice is safe and protects any personal data regarding pupils or staff at school. Should you think you have caused a data breach, contact the Data Protection Officer, Jo Kehoe, immediately.

Remember personal data is anything that can identify a living person.

Working Within School Policy - As part of your normal working practice, you will manage, store and use personal data about pupils and possibly staff. The following are guidelines to ensure that working practice is safe and protects any personal data regarding pupils, staff or any other person you may work with as part of your role.

Remember personal data is anything that can identify a living person.

Data breach - Should you think that you have caused a data breach, you must immediately contact the DPO (Jo Kehoe) and follow the WFS Personal Data Breach Protocol, as shared with you and stored in the school’s shared area.

Media Consent

- Both pupils' parents/carers and staff themselves, will be asked to give consent for use of photographs, use of names, etc relating to a variety of aspects of daily school life.
- You must be clear about which permissions have been provided for the pupils you work with.

Data

- Ensure only essential personal data is collected and stored about pupils/staff. Delete or shred any old data.
- Do not discuss any personal data about staff/pupils with anyone who is not a professional directly working with that pupil.
- All stored personal data should be secure i.e. on an encrypted laptop, passcoded ipad, encrypted memory stick, school server or the icloud. Paper documents/notebooks should also be kept secure i.e. not left open on desks, purple folders and key information stored in a closed cupboard at the end of each day.
- When using electronic devices to look at any work that relates to personal data, including emails, ensure your screen cannot be viewed by anyone else. Consider who enters your room after school or visits your room during the school day, ensure personal data is not on show, accept as described in the Display & School Environment section below.
- When leaving your workspace ensure that your electronic device and screen are locked to ensure they are not accessible to anyone else.
- When attending meetings away from school ensure that you transfer any paper data securely and it returns to school with you.

Campus working - Where staff work in shared campus buildings i.e. the Early Years Hub, Science Block and the Vocational Hub additional consideration should be made as to who can see personal data through daily working practice and displays within each working environment.

Contact away from school: emails, phone calls, posting information

- When sending emails about pupils out of school, please ensure only initials are used. Where an email has an attached document(s) this must be password protected or sent through a secure service.
- School email address should not be used for personal use.
- If you need to send any personal data by post, this should be through recorded delivery or attach to a secure email if possible e.g. pupil Nursery information.
- If you need to leave a message on a phone about a pupil, do not leave the child's name. Say "Hi it's x from WFS calling, it is/is not an emergency please phone the school at your earliest convenience"

Displays & School Environment

The following personal data is acceptable to have on display in school and around the school environment, as it supports daily working practice for our pupils or targets that they will use:

- class photo displays on classroom doors
- pupil photos/names over coat pegs
- communication passports
- pupil/staff photos on visual timetables
- IPP targets
- photos/names on zone boards
- display contains pupil work and photos
- class reward charts
- pupil workbooks

This list is not exhaustive but reflects appropriate personal data to have on display.

- Follow the Working Offsite Policy.

Zoom & Virtual Meetings – all of our meeting rooms are equipped to have ‘in person’ or ‘virtual’ or ‘a combination of both’ meetings. We want the right people at the right meetings and are happy to use technology to do this.
Where parents are happier to carry out virtual meetings, we will ensure this happens.

All copies of blank forms mentioned above can be found in the blank forms folder situated in the PPA room.

All policies can be found on the school website.

Induction Policy

1 Induction

All new staff, including supply staff, will receive a tailored induction programme which will include appropriate information, training, observation and mentoring. This will be aligned to teacher standards (**Appendix 2**), WFS TA standards (**Appendix 3**) or individual job descriptions. **Safeguarding Children and Child Protection features prominently throughout the induction programme.** The standard or job description will remain part of the appraisal conversation.

At WFS we recognise that the first weeks and months are vital to the success of any appointment. The induction programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. The induction programme will be cross-referenced to the NQT & school Direct induction requirements and probationary periods for support staff, as appropriate.

It is the responsibility of the school to provide a robust induction programme but it is also the responsibility of the inductee to ensure the programme is completed. Specific training and expectations are outlined in **Appendix 1**.

Induction Monitoring & Mentoring Overview

Completion of this document and related actions is the responsibility of both the line manager and the inductee. Both parties should have up to date copies.

Name:
Job Title:
Manager:
Date induction started:
Date induction completed:

Alongside completion of the WFS Induction programme discussions to take place against relevant standards or individual job descriptions

Progress to date	Continued areas for development
Meeting 1 - End of week 1	
Meeting 2 - End of month 1	

Meeting 3 - End of month 3	
Meeting 4 - End of month 6	
Meeting 5 - End of month 12	

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Appendix 1 – WFS Induction Programme

WFS Induction Programme			
Staff Group	Training/Input Requirements	Lead & Responsibility	When
Generic Meeting with Headteacher re: expectations HT Day	Safeguarding, specific to WFS including CPOMS	DSLs	Week 1
	Virtual College core training, Safeguarding, CSE, FGM, H&S, Fire Safety & PREVENT Training	Office Manager/Admin Assistant (LH)	Before end of first half term
	Key policies read, Code of Conduct & Staff Handbook including Induction & Probation, Safeguarding, KCSIE and Whistleblowing	Headteacher	Day 1
	Email/Fob/IT Information	Office Manager	Week 1
	Communication	Communication Team	Termly for the first year
	WFS Fire Procedures	Line Manager	Day 1
	ScholarPack (as relevant)	Line Manager	Week 1
	How to use your MacBook/iPad	Network Manager	Across first half term
	In addition, for specific staff groups:		
Administration Staff	Individual Job Descriptions	Line Manager	Day 1
Site Maintenance	Individual Job Descriptions	Line Manager	Day 1
Teachers & TA's	Pupil knowledge; EHCPs, IPPs, IBPs, Communication Passports, Pupil Folders	Pathway Leader (Teachers) Teachers (TA's)	Week 1
	Behaviour Policy	Pathway Leader	Week 1
	Intimate Care Expectations	Pathway 1 & 2 Lead	Week 2

	Use of OLRs, using BLANKS levels & Emotional Development Levels	DHT T&L	First week or pre-visits
	Phase approach including termly/weekly expectations, planning	Pathway Leader (Teachers) Teachers (TA's)	First week or pre-visits
	Evidence for Learning	Pathway Leader (Teachers) Teachers (TA's)	Week 2
	Performance Management	Pathway Leader (Teachers) Teachers (TA's)	First half term
	Parent Evening Expectations	Pathway Leader (Teachers) Teachers (TA's)	Before first meeting
Teachers	Annual Review	Pathway Leader - observe one in practice	As required
ECTs & School Direct Students	As above & ECT/SD expectations & process	ECT & SD lead by DHT T&L	As above
TA's	Life at WFS	TA Buddy	Week 2
Personal Care Assistants	Intimate Care (the gold standard)	Pathway 1 & 2 Lead	Week 2
	Manual Handling Part I & ii	Physical TA	Week 2
	Understanding Pupil Behaviour	DHT – Behaviour & Wellbeing	Week 2
	Supporting Communication - Intimate Care Role	Communication Manager	Week 2
	Lunchtime Play Worker Quality Standard	DHT – Behaviour & Wellbeing	Week 2

Appendix 2 – Teacher Standards



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 3 – TA Standards

WFS TA Standards	
1	Demonstrate a positive attitude and professional values and behaviours at all times by adhering to the Code of Conduct & Staff Handbook at all times.
2	Have proper and professional regard for the ethos, policies and practices of the school.
3	Safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
4	Contribute to effective assessment by supporting the monitoring, recording and reporting of pupil performance.
5	Use effective behaviour management strategies consistently in line with the school's policy and procedures.
6	Show an understanding of and an ability to develop the curriculum of the immediate class group and be able to articulate the whole school curriculum offer.
7	Consistently use language that matches the learning, language and emotional level of individual learners.
8	Have a working knowledge of WFS Communication Standards.
In addition, Grade 3 & 4 TAs – to be responsible for & ensure the learning environment is communication friendly (see Communication Standards).	

Professional Development & Induction for Russell House

<u>Name:</u>		<u>Role:</u>		<u>Start date:</u>	<u>Induction completion date:</u>	
Training Need	How will this be met?	Start date	Completion date	Any further training required?	Next steps	
Safeguarding	<p>To have received training</p> <p>To have read, understood and adhere to policy.</p> <p>To log onto Cpoms and know how to add and incident.</p>				<p>To keep up to date with relevant training.</p> <p>To consistently adhere to policy.</p> <p>To use Cpoms as part of role.</p>	
Student Knowledge and building layout.	Meet all students, familiarise yourself with names. Guided tour of building.				Feedback from visit to RH.	
	Read through student individual main file. 3 per week.				Ongoing discussion of students in supervision	
	Learn and familiarise yourself with daily routine (provided in Induction pack)				Brief discussion of daily routine in supervision and observation from senior staff.	
Fire Procedure	Discuss night/day Evacuation plan with line manager.				Demonstrate knowledge in supervision	

	To read through and familiarise with all student PEEPS.				Learn colour code of each student and demonstrate knowledge in supervision.
	To experience daytime evacuation.				To lead a daytime evacuation
	To experience a night time evacuation				To lead a night time evacuation
Risk Assessments	To read through all individual Student Risk Assessments				1.Input into updating RA for key children and or new student. 2. Write new student RA.
	Read all RA's for ALL on/off site activities.				Be able to discuss at supervision. Sign to acknowledge understanding.
Physical Intervention Bound Book and Cpoms	To undertake Team Teach Training				To follow Team Teach procedures appropriately when needed
	To follow Team Teach procedures appropriately when needed				To complete relevant paperwork (Bound Book) to an acceptable standard.
Access to computer and shared drive	Apply log in details to computer & change password				Familiarise self with server and destination of files, discuss at supervision
	Follow step-by-step guide on notice board in office access computer programs.				Log onto Emails, Mercury, Cpoms, Scholar Pack, Evidence for Learning.
	Familiarise with website.				RH section Statement of Purpose

Complete Daily Paperwork	Familiarise self with daily log, running log, shift plans, read through previous entries.				Complete paperwork independently. Be able to discuss with supervisor. Complete as part of role.
Policies and procedures	Access all school and Russell House policies via website or hard copies in office folder.				Sign signature sheet when read.
	Access policies when unsure of guidance.				Implement policies in daily role and be observed doing so.
	Keep informed of any new policies/procedures.				Implement policies in daily role and be observed doing so.
Medication	Familiarise self with medication policy and procedures including medication cabinet content and MAR sheets.				Observe medication procedure/practice. Access training if applicable to job role.
	Observe medication procedure/practice. Access training for Safe Handling of medication				When confident administer medication under observation if applicable to role.
	Administer medication under observation if applicable to role.				Complete staff competency test with HOC.

Training/	WFS Safeguarding First Aid Team Teach Fire Safety Prevent Evidence for Learning				To use knowledge learnt in training confidently in role.
	FGM Child Sexual Exploitation Health & Safety Manual Handling Trips & Falls Digital profile Quality & Diversity Supporting Teenagers & young people Mental Health Awareness				To use knowledge learnt in training confidently in role.
Optional Minibus Test	17 seater 9 seater				
Job Responsibilities	To familiarise self with specific individual job responsibilities assigned by supervisor.				To complete role accurately and independently.

Supervisor signature.....Staff signature.....Date.....