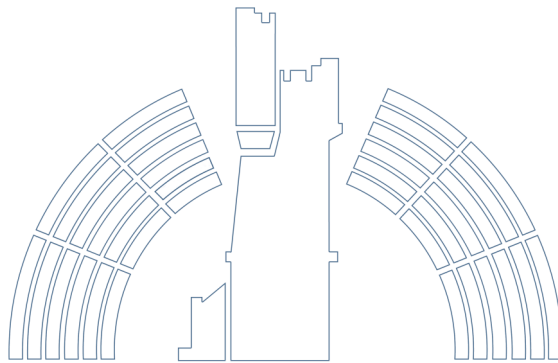




Castle Hill School
Innovating, Communicating, Empowering

Staff Handbook

‘innovating, communicating, empowering’

Together
Learning Trust

Contents

3	Vision Statement Mission Statement Aims	17	Emergency Closure of School
4	Multi Academy Trust Governance Local Governing Committee	18	Action in the event of Major Emergencies Fire Evacuation Lockdown Procedure Silent Evacuation Procedure
5	Information about the School		
6	Visitors Mobile Phones Safeguarding	19	First Aid Medicines and Medication
7	Parking Children's Transport The School Day	20	Minibus Safety Procedure Healthy Schools Initiative
9	The Staff Room Staff Birthdays Dress Code for Staff and Students	21	Positive Behaviour
11	Staff Cover and Absence Procedures	24	Safeguarding
13	Complaints and Compliments Dignity at Work	25	Photograph and video permission Professionals and Visitors in school
14	Equality of Opportunity and Race Relations		
15	Government Data Protection Legislation Continual Professional Development (CPD) Guidelines for Students and Volunteers		
16	Health and Safety Security Moving and Handling		

Castle Hill School Vision Statement

'innovating, communicating, empowering'

Mission Statement

We are pioneers of innovative and personalised teaching and learning, enriching lives and fostering independence.

Aims

We aim to enable all students to be effective communicators, to engage in meaningful learning and be empowered to positively influence their world. In order to do this we aim to:-

- Provide a warm safe environment in which everyone is valued and respected.
- Ensure that pupils have a voice in all aspects of school life.
- Offer a curriculum which is stimulating, challenging and fun.
- Promote equality of opportunity across the wide range of needs in the school.
- Enable individuals to become informed responsible and caring through the use of appropriate learning and teaching styles and practice.
- Prepare our pupils for adulthood in order for them to become caring, confident and responsible citizens in the community.
- Promote a climate of high expectation in which the achievements and successes of all are celebrated.
- Foster an inclusive practice within the school and its wider community
Create a partnership as a school with our parents and carers and all other professionals working with our pupils and students.
- Evaluate current working practices to ensure work-life balance, staff wellbeing and good continuing professional development.
- Encouraging individuals to participate in the growth and development of Castle Hill School.

Multi Academy Trust Governance

We are part of a Multi Academy Trust of Schools.
Leadership of the Trust falls to the CEO.
The Trust Board of Directors and Trust Members
provide strategic oversight.

Castle Hill School are a member of the
Together Learning Trust
Multi Academy Trust
Further information is available on their website:
www.togetherlearningtrust.co.uk



The Local Governing Committee

The Governing Committee consists of a group of volunteers who represent the whole school community. The Governors have three main roles:-

1. To provide a strategic view
2. To act as a critical friend
3. To ensure accountability

Their role is in governance. An active, questioning Governing Committee is the key to a successful school.

Information about the School

Address: Newsome Road South
Newsome
HD4 6JL
Telephone no: 01484 544558
Email Address: office@castlehill.tlt.school
Principal: Steve Perren

The pupils and students attending Castle Hill have Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD), some have sight or hearing difficulties or multi sensory impairment or Autistic Spectrum Disorder (ASD). The school has been specifically designed to meet the needs of these pupils. Most pupils arrive at school by bus or taxi. Buses and taxis have to load and unload in the designated covered area at the front of the school. Staff collect pupils from the buses and return them to their buses at the end of the school day.

The school is built on two floors. The upper floor can be accessed by lifts, a bridge or staircase. Our classes are divided into Early Years, Primary, Secondary and 6th Form.

Each area has separate wheelchair stores and a storeroom for resources. Each of the ground floor classes (EYFS/KS1/KS2/Primary) also has direct access to outdoor play from their classrooms.

The outside play areas are zoned but the gates between the zones can be removed to make bigger play zones as required. There is also a sensory pod, a roof garden with greenhouse, and our ReWorks building.

Castle Hill also has a music room, a sensory room, Chill Den and a medical room located on the ground floor. It is resourced for hydrotherapy, rebound therapy, speech therapy, physiotherapy (ground floor) and soft play sensory integration room (upper floor). The secondary department and 6th form suite are on the upper floor.



There are two dining areas – one on each floor and a kitchen, laundry and multipurpose hall. The staff room is located on the ground floor. It has facilities for preparing and heating food and getting hot drinks. There are cold water dispensers which are located in various part of the school.

The principal's office is next to the reception area/main office on the ground floor. The management team have their own rooms on the ground and upper floor. We have a large community room on the ground floor, which has facilities for training sessions.

Visitors

All visitors will first report to reception and there is a small waiting area just inside the entrance. We welcome visitors and have an Open Door policy for parents.

Mobile Phones

All staff and visitors are requested to switch off mobile phones on entry. Mobile phones must not be used for making or receiving calls or texts inside the School, or within the gated area immediately in front of reception.

Safeguarding

If you have any safeguarding concerns please see one of our Designated Safeguarding Leads.

There are 6 Designated Safeguarding Leaders in school. The posters around school show photographs and names of the current Designated Leaders.

Parking

As part of the planning conditions, appointments for meetings, visitors and deliveries and collections to the school must be staggered not less than 30 minutes before or after the school start and finish times so that there is no additional traffic other than transport delivering or collecting pupils/students. Car parking space is limited to 72 places of which 10 spaces are for disabled parking. Other spaces have to be kept free for the caretaker, contractor and emergency doctor etc.

Due to the numbers of staff and additional health personnel working in school there is not enough car parking space for all. There are 45 spaces allocated for full time staff that will arrive before 9.00am and leave after 4.00 pm.

Staff who do not work full time will have to find an available space. Should there be no free parking spaces, we request that you park considerately on Newsome Road South away from our neighbours driveways.

It is hoped that staff will support the healthy schools initiative and where possible walk to work, use bicycles (there is a secure bike store) or car share to limit the impact on the local environment and parking.

Children's Transport

The buses and taxis transporting the children have a set parking place to enable the children to get on and off the buses safely. Parents who bring and collect children will be expected to use the disabled parking spaces.

There will be no visitors or deliveries in a half hour period before expected children arrival /departure times to allow for free flow of the buses and taxis.

Again, any difficulties need reporting to the Business Manager.

The School Day

7.00 a.m. to 8.00a.m. The caretaker will open the school gates.

Classrooms should be prepared for pupils by 9.15

9.15 The day begins for Educational Teaching Assistants (ETAs)
The school opens for children

Break time begins at 10.30. This continues to be teaching and learning time where the students focus on a wide variety of life and independence skills.

Breaks

We do not have a break time for staff. All staff are encouraged to share snack time with their children.

Pupils should never be left unsupervised.

Students and volunteers can supplement supervision but must not be left in sole charge.

Lunchtimes



Lunchtimes are:

11.45 am until 1.15 pm	Primary
12.00 pm until 1.15 pm	Secondary
11.45 am until 1.15 pm	6th Form

Lunchtimes and breaks are staggered due to the numbers of staff and children, with first sitting starting at 11.45 am and second sitting starting at 12.30 pm.

Lunch is on a rota and includes teaching time for the children in feeding and social care skills. All staff are involved in feeding - please check the rota for your time slot. School meals can be ordered by staff at current cost from the secretary at reception.

Afternoon

- 1.15 pm the afternoon session begins
- 3.15 pm the day ends for pupils
- 6.00 pm caretaker will lock school gates

In order to help the flow of traffic in the car park it would be helpful if staff needing to leave early parked in the parking area to the right hand side of the gate as you come onto the school premises.

In addition to the times above:

A morning briefing session is held on Thursday Mornings 9.00 – 9.15am

Staff meetings will be on Wednesdays for teaching staff starting at 4 pm.

Meetings will alternate from whole school to departmental meetings.

Weekly meetings with class teachers are at their discretion as support staff are paid half an hour per week to attend meetings.

The Senior Leadership Team meets on Tuesday's at 3.45 pm.

The Staff Room

Staff bring their own tea, coffee and milk. Refreshments likely to scald or burn should be kept in the staff room when pupils are on the premises.

This room is shared by a lot of people and needs to be kept tidy so please ensure you wash up your own things or load them into the dishwasher.

Staff Birthdays

In the past individuals have brought in treats for staff to celebrate their birthdays. Whilst this is appreciated it is felt that with 100+ staff the financial burden of providing such treats is too great. Please make your own arrangements.

Dress Code for all Staff and Students

Senior Leadership Team

- trouser suits
- skirt suits (appropriate length)
- formal jacket
- appropriate length dresses
- smart shirt / blouse
- smart jumper / cardigan
- formal shirt
- tie
- smart shoes

Admin

- appropriate length skirts
- appropriate length dresses
- smart trousers (not denim or jeans style)
- smart tops (not polo shirts)
- smart trousers (not shorts)
- smart shirts (long sleeve or short sleeve)
- tie
- smart jumpers
- smart footwear

Teaching Staff

- appropriate length skirt
- appropriate length dresses
- leggings may be worn under skirts / dresses
- smart trousers (not denim or jeans style)
- smart tops (not polo shirts)
- smart jumpers
- sensible footwear (not trainers)
- smart cropped trousers (3/4 length not shorts)
- smart shirts (long sleeve or short sleeve)
- tie (optional)

Support Staff

- smart trousers (no denim or jeans style)
- smart cropped trousers (3/4 length not shorts)
- appropriate length skirt
- appropriate length dresses
- leggings may be worn under skirts / dresses
- Castle Hill polo shirt
- smart t-shirts (long /short sleeved without logos)
- jumpers / cardigans
- sensible footwear

Lunchtime Staff

- smart trousers (no denim or jeans style)
- smart cropped trousers (3/4 length not shorts)
- appropriate length skirt
- appropriate length dresses
- leggings may be worn under skirts / dresses
- Castle Hill polo shirt
- smart t-shirts (long /short sleeved without logos)
- jumpers / cardigans
- sensible footwear

Unacceptable clothing for any staff

- mini skirts
- mini dresses
- lycra cycling shorts, leggings when on their own
- leisure shorts
- jeggings
- combat / camouflage clothing
- transparent or 'see through' blouses, dresses, shirts (unless worn with appropriate top under)
- tracksuits / sports wear (unless worn for PE associated activities)
- clothing with tears, holes, rips
- low cut blouses / tops
- vest type tops (spaghetti / shoe string straps)
- crop tops
- denim of any kind / colour
- badges / emblems / graphics that may cause offence
- indoor wearing of hats / baseball caps
- running style trainers (unless for PE)
- flip - flops
- clothes which restrict movement and which can easily snag in equipment during manual handling manoeuvres e.g. loose pockets, sequins, large buttons etc
- underwear should not be on show

The general guideline should be that clothing is unacceptable if it could disrupt the normal operation of the school, cause damage or injury.

If you have to ask then it probably isn't acceptable!

If a member of staff wears inappropriate footwear or jewellery, which ultimately causes them injury or becomes broken no claim can be made against the school.

Support Staff and Lunchtime Support Assistants may wish to wear T-shirts/polo shirts with the words 'Castle Hill School'. The school will purchase two for each member of staff. The choice of colours are purple, grey short sleeved and black long sleeved.

For further details please refer to the 'Staff Dress Code Policy' which can be found on the server.

Staff Cover and Absence Procedure

Castle Hill School endeavours to promote the welfare and well-being of its staff and to have procedures in place to make this successful and effective. In line with the Kirklees Guidance on staff absence staff should:

Day 1 Inform school by 8.15 a.m. Please phone school on 01484 544558

You should inform the school of the nature of your sickness (not just say I'm ill) and give an indication of when you are likely to return to work as this helps us sort out adequate cover. If you state you will be returning to work the following day but subsequently do not feel well enough you should inform school by 2.30pm.

Day 2/3 Confirm as soon as possible whether or not you are likely to be absent for more than 3 days (this includes weekends unless you have stated on the Friday by 2.30pm that you are fit to return to work).

Day 8 (this includes weekends) staff are required to produce a medical certificate.

Returning to Work

On your return to work after absence of any length it is specifically requested that you see your line manager. The purpose of this is to ensure that:

1. Employees are welcomed back to work.
2. Establish that you are fit for work.
3. Give you the opportunity to make the principal aware of any factors in the environment, which may have contributed to your absence.

If you are absent, triggers for a health interview under Trust procedures are:

- 3 or more instances of sickness absence in any period of 3 months
- 10 or more day's sickness absence in any 12 month period
- Any recurring, recognisable pattern such as frequent absence on a Friday/Monday, around public holidays etc
- 2 weeks continuous absence (long term trigger point)

Long-term illness/Maternity/Paternity/Adoption leave

The procedures are complex and further information can be obtained from the Senior Leadership Team.

Known Absence

Covers all absence, which is known in advance and includes: in-service training and meetings (see course application procedures later) as well as non-urgent medical and personal matters, including medical appointment for dependents and leave of absence. Staff wishing to be out of school for such purposes should seek the Principal's permission, through the Admin Team with as much notice as possible. Please note that a leave of absence form needs to be completed for medical appointments.

- all cover requests are kept in the office
- NB. advance planning and recording files should be available in a known place in the classroom for cover teachers
- the Admin Team will record it in the office diary so that it appears on the weekly diary

If you have an unexpected leave of absence e.g. due to a family illness or bereavement you are still required to fill in a leave of absence form giving the reasons for your absence as this needs to be monitored by the governing body if for an extended period.

Training Application

Training should be discussed with the CPD Coordinator or the Principal. The school encourages continuing professional development, particularly within the remit of the School Improvement Plan. As soon as you know you are going to apply for a course you will need to fill in:

- a training application form for the office
- the application form from the course provider (where applicable)
- cover notification note

These should be taken to the CPD Coordinator for approval and signature, then to the Admin Team who will:

- book the place on the course
- post application (where applicable)
- arrange cover

Leave of Absence

The school follows Local Authority guidelines on Leave of Absence.

The guidelines are available in the staff room. Staff wishing to apply for Leave of Absence should discuss their application with the principal before putting their request in writing on a Leave of Absence form (available from the Office). They should also notify the Administrator with as much notice as possible, giving adequate time to arrange cover.

Teachers

As with other known absences it will be necessary to complete a cover notification note, and provide information about what you would like the relief staff to plan for.

Children in School

Castle Hill has a very large staff; many have children of school age. Whilst we want and support employees to have a good work/ life balance, this unfortunately cannot extend to staff bringing their children into school. We are sorry but alternative childcare arrangements will need to be made.

Complaints and Compliments

Castle Hill is always happy to receive compliments about its pupils and staff. We value compliments as indications of success and are proud to celebrate success however small it may appear.

Equally we realise that there are times when we will receive complaints.

We regard these as opportunities for us to learn and provide a better service.

Complaints may come from an individual or group and may be:

- a criticism of policies or procedures
- the curriculum
- allegations about behaviour

We take all complaints seriously and will look into all complaints made and inform the complainer of the outcome of the investigation as soon as possible.

Dignity at Work

Employees have an equal responsibility to treat each other with dignity. This applies to all employees, governors, contractors and other agents of the council.

It is primarily aimed at employee to employee harassment and bullying whether this occurs during or outside normal working hours, at work or away from work locations.

Harassment

Harassment covers a range of unwanted or unsolicited demeaning or offensive behaviours which may be related, for example, to age, disability, ethnicity, gender (including gender identity; and gender discrimination arising from the different interpretations of cultural values of employees of the same ethnicity), nationality, personal characteristic, race, religion, sexual orientation or simply 'being different'. Although harassment normally takes the form of repeated actions and incidents, one single act can also constitute harassment if it is perceived by the victim or witness to be so.

Other forms of work place abuse:

- **Bullying** - which may not be an 'equality' matter in the legal sense is often about the abuse of power whether by force of personality or position of authority
- **Flame Mail** - which can be described as abusive, aggressive or deliberately anti-social e-mail

It is your responsibility to make yourself aware of the policy and follow the procedures related to Dignity at Work.

In the event of a complaint, the management will investigate the incident and decide on the appropriate course of action to resolve the problem.

It is assumed that all complaints are made in good faith but if it is found that they are malicious or vexatious then disciplinary action will be taken.

Positive Relationships Policy

Parental involvement is an essential factor in educational success. On very rare occasions the behaviour of a parent, carer or visitor can fall short of expectation. This policy aims to give a clear understanding of what unacceptable behaviour looks like and subsequent actions that may be taken as a result of such an event. The policy can be read in depth on the server.

Equality of Opportunity and Race Relations

We believe that equality of opportunity is everyone's entitlement and actively strive to eradicate barriers, which inhibit the development of individual potential and choice. Where individuals or groups act without regard to Equality of Opportunities disciplinary procedures will follow.

Freedom of Information/Records and Confidentiality

The confidential nature of records and correspondence will be subject to the Data Protection Act 2018.

At Castle Hill, we respect the rights of all individuals to confidentiality of either written or verbal information. Information about individuals will be shared on a need to know basis. It is your responsibility to make yourself aware of the policy and requirements within that with regard to Freedom of Information, records and confidentiality.

Government Data Protection Legislation

As of the 1st May 2018 a new law regarding 'Data Protection' came into place.

'According to the law, personal data means any information relating to an identified or identifiable individual; an identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identification number (eg social security number) or one or more factors specific to his physical, physiological, mental, economic, cultural or social identity (eg name and first name, date of birth, biometrics data, fingerprints, DNA...)'.

All staff will be asked to sign compliance with guidance and expectations at induction. Staff will also be asked if they consent to the forwarding of correspondence.

Continuing Professional Development (CPD)

At Castle Hill, we believe that everyone is a learner and that CPD for staff is the cornerstone for improvement and change. The amount and type of training staff will receive will be linked to the School Improvement Priorities in any given year balanced with the needs and Performance Management priorities of individuals – staff and pupils.

Staff will identify their areas for development and should complete their own personal self evaluation diary which is stored together with the current review document on the server in the personal development file. This will be viewed in conjunction with school, local and national initiatives. The INSET co-ordinator will discuss training issues with individuals and may help identify appropriate courses.

Staff will be asked about the effectiveness of any training undertaken and may be asked to cascade this information to other staff if appropriate.

Students and Volunteers

All students working in school will attend an induction with the Family Liaison TLR prior to placement. All students aged 16 or over will provide school with a letter of assurance or present DBS which will enable them to move around school unaccompanied and following the school's safeguarding protocols will wear an identity visitor badge at all times. Students under 16 are not required to provide a DBS. Students and volunteers can be asked to support in a variety of ways: escorting to and from transport, helping to supervise breaks, supporting Teaching and Learning in class and helping with feeding arrangements.

You have a 45 minute break at lunchtime and may bring a packed lunch or order a dinner from school. The staff room facilities are available for all to use. Coats and bags should be taken to the class in which you are based. Due to the confidential nature of some of the discussions in staff meetings students are not involved in these meetings. Students are expected to be models of good behaviour in school. The school procedure for dealing with pupil's behaviour will be explained before your placement. The school has a positive Regulation/Behaviour Support management policy.

Health and Safety

It is the duty of all staff to ensure the safety of themselves, pupils, colleagues and visitors to the school. If you see anything that is likely to cause accident or injury you should report it immediately to the Business Manager. Details of the Health and Safety guidelines are in the Health and Safety Manual kept in the staff room and it is your responsibility to familiarise yourself with these guidelines and ensure in particular that:

- non flammable material is used in displays
- flammable material should not come into contact with eating surfaces or be within 5 metres of any light fitting
- hazardous materials must be stored securely and away from direct heat sources
- heavy articles must not be stored at height and stored items at floor level must not pose a trip hazard
- extension reels must not be used wound up due to risk of overheating.
- cables should be secured and not trailing
- tools and machinery must be kept locked away and used only under supervision and when suitable protective clothing is worn
- all spills must be wiped up immediately

Security

For the safety of pupils the external doors and gates have security locking devices. The wet areas and therapy rooms also have locks. Please ensure doors close properly behind you and that external gates are also properly locked.

Moving and Handling

All staff that are required to move and handle children are required to have appropriate training. Moving and handling must always be done with due regard to health and safety.

Emergency Closure of School

The emergency closure of school only takes place in exceptional circumstances

- loss of essential services to the school – heating, power, water which cannot be overcome by temporary provision
- damage to the school building or failure of fire systems which becomes a health and safety problem
- effects of severe weather affecting access to the school including flood, snow and gales
- extreme heat

In these circumstances the Principal may decide to close the school early or for a day.

Staff and Severe Weather Conditions Procedure

- make every reasonable effort to get to school if they can safely do so
- if they are unable to do so they must contact the Principal at the earliest opportunity
- if the school is to be closed every effort to contact staff by text messaging service will be made
- Staff should access the Castle Hill website and follow the school closure link to the Kirklees snow line
- staff unable to get into school will be deemed to be working at home

Sending Pupils Home Early

- based on weather conditions and forecasts transport will be informed the need to take the children home early
- parents/carers will be contacted via text message to mobile phone, that they will need to receive their children early
- where no contact can be made with families school will keep the students until someone can come and collect them

Cycle to Work Scheme

The Together Learning Trust works with an external supplier, Cyclescheme Ltd, to provide and administer the Cycle to Work Scheme. Full details of the scheme particulars are available from the Cyclescheme Ltd website at www.cyclescheme.co.uk.

The Cycle to Work Scheme allows all Trust employees who meet the conditions outlined in Section 3 of the TLT Cycle to Work Scheme Policy to hire bicycles and cycle safety equipment on a tax advantageous basis. Hire payments are made from gross salary and are deductible for tax and NI purposes. Please refer to the TLT Cycle to Work Scheme Policy for further information.

Action in the Event of Major Emergencies

Examples of major emergency are:

- fire
- serious accident to pupil or staff
- intruder
- criminal activity

The Emergency Procedure team is: **Dan Pearce, Steve Perren, Pippa Hinchliffe and Alistair Macdonald**

Fire Evacuation

Castle Hill School has been built with a fire system that allows for 'horizontal evacuation' in the event of a fire.

Horizontal Evacuation

Also known as 'progressive horizontal evacuation', the principle is that of moving people from an area affected by fire to an area on the same level rather than evacuating them to a fire assembly point outside.

All staff will receive training in Fire Procedures prior to starting in the school as part of the Induction Procedure and we will address concerns about the movement of wheelchair users and numbers of staff after this training.

Information about your nearest evacuation zone and the procedure will be displayed in each class and information will be given to visitors to courses in the building and supply staff on arrival.

Lockdown Procedure

Alarms will come via the tannoy, PCs, phones and marshals.

Upon Lockdown the key people in charge will close front entrance, raise alarm via tannoy, call Police, distribute Zones to marshals etc.

Responsible adults to keep pupils safe remembering these rules:-

Get in, Get secure, Get out of sight, Get ready to evacuate

Upon Evacuate:- everyone to leave via nearest exit to a safer area

Upon All Clear:- everyone to return to their classrooms

Further information is displayed around school.

Silent Evacuation Procedure

A Silent Evacuation will be initiated by the highest ranking member of the SLT on site (the Initiator). The Initiator will appoint 3 Marshals to spread the warning verbally, 3 Main gate staff, 1 Front entrance staff and 1 or 2 Admin staff.

Upon a Silent Evacuation ALL people will leave the school building(s) and congregate at specified Muster Points outside.

Ground floor classes - Car Park, by Primary gate and disabled parking bays

First floor classes - Car park, near bus seat store

Non-attached staff - Front of school, where canopies meet

Further information is displayed around school.

First Aid

In addition to 3 nurses there are a number of staff who are trained to assist if necessary. There are a number of posters around school showing who the current first aiders are. Please contact the office if required. First aid boxes are placed around the school.

A record must be made of any accident and treatment given in a record book in the office.

A defibrillator is located in the SLT office next to reception.

Medicines and Medication

- regular and prescribed emergency medication is kept in the special medicines locker or fridge

For the majority of pupils medications will be kept in the nurses office, however there are also medicine lockers located in the secondary far learning space vestibule and the sixth form classrooms.

- temporary medicine such as cough linctus should be sent into school and the escort should be informed. Once in school they should be kept in a locked receptacle and administered by a nurse or responsible adult who has checked timing and dosage and identity of pupil. This should then be recorded as given on a drugs sheet

Emergency Seizure Medication

- In the event of a sustained seizure or series of seizures the school nurses should be called, they will monitor, administer meds if necessary and call emergency services.
- the Principal will identify members of staff who are willing to act in loco parentis and are authorized to give these drugs -training as appropriate

Minibus Safety Procedure and Driving

The teacher has overall responsibility for the welfare of pupils and staff when traveling on the school minibus no matter who is driving or whether or not the teacher is present on the trip. However, the driver of the bus is responsible for the bus during the visit. If the journey is longer than 150 miles round trip a member of the leadership team must be consulted. For journeys longer than 300 miles round trip two drivers must accompany the pupils. No drivers should drive for more than 2 hours without a break. All drivers must possess a Kirklees minibus-driving permit and complete the Kirklees drivers health assessment.. Members of staff should sit in the back if there are seats and risk assessments need completing for older children sitting in the front seat (pupils over 5ft).



- complete signing out book
- collect keys
- go through bus checklist
- ensure pupils are safely strapped in
- ensure all doors are shut but not locked
- fill in the journey log
- observe speed limits and drive safely
- on completion of journey park in one of the designated spaces
- check if there is enough petrol left
- make sure the doors are locked
- return the keys to the office

In event of puncture, breakdown or accident

- evacuate bus and ensure supervision of children
- contact school and if necessary the police

Healthy Schools Initiative

Castle Hill School recognises that smoking and passive smoking are a risk to health and has a **NO SMOKING** policy. All staff and members of the public will be required to adhere to the policy.

Healthy Eating

Castle Hill recognises its responsibility to promote healthy lifestyles and as such will promote healthy eating.

However, we are also aware that there are times when we wish to celebrate success, individual birthdays or national or religious celebrations when we may wish to include less healthy options in foods available and feel that this is acceptable providing we make pupils aware that these foods are available as it is a special occasion.



Positive Behaviour

General Policy Statement - *(full details of the policy are on the server)*

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where pupils develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re Keeping Children Safe in Education, disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Philosophy

Castle Hill School aims to create a calm, positive, enriching and safe learning environment. We aim to achieve this by being:

- rewarding
- consistent
- nurturing
- happy
- accessible
- adaptive
- patient
- empathetic



We support regulation and wellbeing through healthy and trusting relationships and promoting respect for self and others.

We are committed to 'Total Communication', all attempts at communication are recognised and constructively responded to. Strategies are put in place to support every student's receptive language and promote their positive self-expression, ensuring that the student's voice is always heard.

Objectives

- *to ensure the consistent use of positive and appropriate communication based on student need and understanding*
- *to create conditions and develop strategies built upon a pupil centred approach to behaviour*
- *to empower our pupils to become self-confident, valued, respected members of school and the wider community*
- *to provide a consistent, nurturing, safe environment which encourages positive behaviour and active communication*
- *to recognise, reward and promote positive behaviour*
- *to encourage pupils to have realisation of their emotions and develop coping mechanisms and self-regulation where possible.*

It should be noted that all employees have a duty of care to ensure that pupils and staff remain safe.

The Regulation (Behaviour) Support Policy at Castle Hill School is based upon positive behaviour principles and Team Teach:

(http://www.teamteach.co.uk/introduction_Aims.html).

The Policy combines shared values from both schemes.

There is an expectation that our Regulation (Behaviour) Support Policy principles are applied through a united and cohesive approach throughout the school and wider community to ensure positive behaviour and regulation is encouraged, recognised and rewarded.

The School Rule

'We always listen to each other', which is prominently displayed in key areas, helps to reinforce our positive behaviour approach. The rule serves to remind staff and pupils of expectations.

We follow the principles of the 'Four S's' which are embedded in our Total Communication Approach.

Stress (exaggerating, emphasising the key words)

Say less (reducing language so students are not overwhelmed with unnecessary information)

Show (reinforcing with visual, tactile or auditory cues)

Go slow (allowing time for students to process the information and respond)

Class Rules

Class rules will be discussed between staff and students and agreed upon. Class rules should reflect the schools' positive behaviour ethos.

Code of Regulation

All behaviour is communication. We seek to understand this communication and why it might be happening. We look to problem solve towards positive solutions

Points to remember:

- respond positively
- remain calm, confident and consistent
- repeat as necessary
- reassure
- reward and praise
- request help and support if required.

The 6 point plan is a template for guidance when supporting students to become or remain regulated:

- positively distract. Ignore the dysregulation (where it is safe to do so), but not the pupil
- gain pupil's attention by using a Total Communication approach
- use simple instructions or give a simple choice (see key vocabulary).
Stress, Say less, Show
- allow processing time before repeating choices or instructions (if needed).
Go slow
- withdraw pupil from situation
NOTE- Point 5. Withdraw can mean remove other pupils from area
- resume pupil's routine.

De-escalation

De-escalation of incidents is the first action and physical intervention may be used only as a last resort. The learning environment should be tailored to assist self-regulation, antecedents should be analysed, understood and addressed. Key vocabulary, now and next strips, photographs and symbols, and personalised approaches to support regulation should be provided prior to any physical intervention unless there is a direct and present risk of harm.

All staff have a duty of care to ensure safety. Physical restraint should always be the least intrusive technique applied for the shortest necessary period of time. Advice and guidance should be sought from, and promoted by, Team Teach trained colleagues. A list of Team Teach trained staff is prominently displayed in the staff work room.

Physical interventions can take many forms. Pupils can be guided, or redirected using physical barriers. These are not a restraint as the pupil is free to disengage from the support. There are some interventions that are restraints and are only used when there is a danger to safety, in accordance with Team Teach principles and our duty of care. All physical interventions are considered to be supportive and positive and should be recorded and monitored through Regulation Plans (Form 4) and a dynamic risk assessment approach. Reflective and restorative practice should determine future need.

If physical restraint is used then this must be recorded through CPOMS and the serious incident book. Parents/carers should be informed and safeguarding procedures should be followed. All actions should be carried out on the day of occurrence. Specific outcomes should be identified and shared.

Safeguarding

At induction all staff will be asked to sign:-

- **Responsible use of Internet** agreement
- **Safeguarding Code of Conduct**
- **Publications Permission**
- **Disqualification declaration**
- Confirmation that they have read **Keeping Children Safe in Education**
- **(KCSIE)** sections

The Safeguarding, Prevent Duty and the Positive Regulation/Behaviour policies are available to view on the server and on the school website.

Annually staff will be asked to review and renew signatures for some of the above but in addition:-

- **DBS declaration**
- **KCSIE** Section 1. This follows advice issued by the Department for Education (DFE) statutory guidance.

Students and volunteers will also complete:-

- **Responsible use of Internet**
- **Safeguarding Code of Conduct**

Photograph and Video Permission

Castle Hill School may take photographs, video or sound recordings of pupils and/or staff to celebrate good practice. The photographs, video or sound recordings may then be used in printed publications or on the internet. Before using any photographs, video or sound recordings of you in this way, we need your permission. You will be asked to sign a form asking whether you will allow permission for photographs and videos to be in printed publications by the school, on websites and newspapers. This form is valid for the length of your employment from the dates of signing. However you may change your permission at any time.

Professionals and Visitors in School

Castle Hill has many visitors and professionals who work in the school or who may be based in the school but are employed by other services. We may also have regular visitors who advise and support us but only spend a short time in school.

Staff based in School but Employed by other Services

- nursing Staff
- physiotherapists
- occupational Therapists
- speech and Language Therapists
- kitchen staff

Regular Professional Visitors to the School

- school Contact Officer
- local Authority Advisors
- educational Psychologists
- staff from the Sensory Services including Mobility Officer
- Social Workers
- buildings managers
- contractors
- school Medical Officers and nurses
- visitors from the pyramid schools, other Kirklees schools and other LA's looking round the facilities or attending training
- supply staff
- student tutors
- Consultants

Other Visitors

- parents
- students / volunteers
- contractors
- delivery staff
- pupils from pyramid schools

A school, LA identification, or contractor's identification badge will always identify visitors. These badges should be worn at all times. In the interest of security staff will be notified of any visitors to the school via the notice board. Staff should not let visitors into the school by any other door than the main entrance where they will sign in.

