



**St. Rose's**

Inspiring Education, Therapy & Care

# **STAFF HANDBOOK**

## Welcome to St Rose's

This handbook is written for all members of staff. It is a useful source of reference and guidance. Please do not hesitate to ask for additional information or support from colleagues.

St Rose's is a lively Catholic non maintained specialist nursery, school and college with residential provision. We provide education, therapy, day, and residential care for children and young people with physical disabilities (severe or profound) and multiple learning disabilities (PMLD), autistic spectrum disorders (ASD), communication difficulties and complex medical needs.

This handbook is for you to use as an information resource as well as a record of your induction and continuing professional training and development. It is your responsibility to keep this handbook up to date. You will be asked to bring your handbook to your appraisal/performance management.

### 1. INDUCTION

### 2. A-Z OF USEFUL INFORMATION

### 3. APPENDICES

### 4. PERFORMANCE AND DEVELOPMENT REVIEW RECORDS

### 5. TRAINING RECORD

*Certificates*

*E-learning record*

## **GENERAL INFORMATION**

**Address** St Rose's, Stratford Lawn, Stroud, Glos. GL5 4AP  
Tel: 01453 763793 Fax 01453 752617

**Website** [www.stroses.org.uk](http://www.stroses.org.uk)

**Email** admin@stroses.org.uk

Chair of Governors	John Kyffin
Principal	Sheila Talwar
Vice Principal (Education)	Jean Bankhead
Head of Care Lead Nurse	Jo Pearch
Registered Managers St. Martin's	Michael Steed Sheila Talwar
Business Manager	Helen Hunt
Nursery Manager	Lisa Taylor

### **Safeguarding:**

Designated Safeguarding Lead (Children & Young People)	Jo Pearch
Deputy Designated Safeguarding Lead (Children & Young People)	Elaine Fernandez & Lisa Taylor
Designated Safeguarding Leads (Adults with care and support needs)	Sheila Talwar & Jean Bankhead
Governor for Safeguarding	Sister Teresa
Prevent Lead	Sheila Talwar

## **OUR MISSION STATEMENT**

### **VISION**

To be an exceptional Catholic specialist school and college delivering the highest quality education, therapy and care for children and young adults, to enable them to achieve their maximum independence and develop as valued members of society.

### **MISSION STATEMENT**

Working together, to help each person flourish educationally and spiritually, to reach their full potential in a Christian community and believe in their worth as children of God.

### **VALUES**

- Community
- Compassion
- Courage,
- Challenge
- Hope
- Peace
- Perseverance
- Respect
- Inclusion
- Understanding

## **A – Z of useful information about St Rose's**

### **Accident reporting and recording**

Staff should be aware of RIDDOR – reporting of injuries, diseases and dangerous occurrences' regulations. All accidents involving young people, staff or visitors should be reported to the Health and Safety Officer using an accident form. This form, which is available on our internal network in the CPP (Common Policies and Procedures) folder, should be completed and handed into the office. All accidents will be investigated so that appropriate action can be taken if needed. The accident forms are kept in the school office. Accidents/incidents requiring first aid should be recorded with treatment details. (See also section on First Aid.)

### **Automated External Defibrillator (AED)**

An AED is a portable lifesaving device that checks the heart rhythm and can deliver an electric shock to the heart to try and restore a normal rhythm. AED's are used to treat sudden cardiac arrest.

AED's are safe and easy to use even without training as it is fully automated and tells you exactly what you need to do. It will not allow a shock to be given to a person who does not need one.

We have an AED on site, kindly donated by South West Ambulance Service NHS Foundation Trust. The AED is situated on the wall outside nursery, by the Principal's office and living skills room. Please ensure you familiarise yourself with its location.

### **Annual Review**

All students have an annual review of their EHCP (Education, Health and Care Plan). Reviews take place in the school/college and where appropriate, the young person will attend the review.

When the young person is in year 9 the annual review will also include a transition review to discuss their future. This is revisited and updated at each subsequent review until the young person leaves school/college.

### **Behaviour Management**

Our approach to this is important and is enshrined in our values and ethos as a school and college. We consider a positive response to good behaviour and a programme of personal and social education as key ways of developing students' understanding of their behaviour. Wherever possible we give them the skills to be able to regulate their own behaviour and we help them to achieve this. Whenever poor or challenging behaviour occurs we always use de-escalation techniques and positive behaviour management as a first option.

All staff should be familiar with the Positive Behaviour Management Policy and a copy is available in the staffrooms and on CPP.

### **Car Parking**

We have two car parks which can be used by staff. Whenever possible please park in the upper car park in the marked parking bays. Staff who work morning, evening and night shifts may park in the lower or upper car park, whichever is nearest the building in which they will be working.

### **Collective Worship**

The nursery and each class in school have a morning and evening prayer and a prayer before meal times. The whole school come together on a Monday morning for collective worship and a class assembly is held every Wednesday morning. On a Friday afternoon the school again comes together for a celebration of the week and an opportunity to sing hymns and songs. The students

in St Martin's post 19 are given an opportunity to attend the times when the whole community gathers together. Mass for the St Rose's community takes place once in the autumn, spring and summer term and staff, students, parents and visitors are welcomed to these services. Mass for our students takes place in the chapel once each term.

### **Community Links**

St Rose's has strong links with the local community. Nearby schools, colleges and universities send students on community service and work experience placements. Pupils from local primary, secondary and special schools attend various events here, including music festivals and drama productions and our students attend events in the community.

### **Confidentiality**

Staff at St Rose's are required to keep all information confidential and not disclose information about any individual or information related to the work place.

### **Counter Bullying including Cyberbullying Policy**

Any form of bullying or harassment is unacceptable and will result in further action. Staff should familiarise themselves with the contents of the Counter Bullying including Cyberbullying Policy which is available in the staffroom and on CCP.

### **Dress Code**

It is essential that appropriate clothes and shoes are worn whilst at work to protect yourself and the students in your care.

#### **Clothes should not be restrictive**

- Strapless, low cut and short tops are unacceptable.
- Short skirts are not appropriate.
- Shorts should be knee-length.

#### **Shoes**

- Flat or low heeled shoes must be worn at all times for purposes of safety.
- Sandals with open toes should not be worn, for your safety.
- Backless or strappy sandals/flip flops are not permitted for the safety of our young people.

#### **Jewellery**

- Jewellery should be kept to a minimum for your own safety as well as the safety of our young people.
- Long necklaces, bracelets and dangly earrings are not permitted.
- The number of rings worn should be minimal for infection control reasons.
- Rings should be flat bands to avoid injury when you are assisting students.

#### **Nails**

- For the safety of our students, nails should be kept short and clean. Nail varnish should not be worn.

#### **Hair**

- Long hair should be tied back when carrying out personal cares, including assisting with meal times.

### **Drugs and Alcohol**

Alcohol must not be consumed during the working day, nor may it be brought on to the premises. Incapacity at work or poor performance at work, due to the taking of intoxicants or drugs will be treated as gross misconduct. See Disciplinary Policy.

### **E – safety and Staff Acceptable Use Policy**

Staff should familiarise themselves with the contents of the E-Safety Policy as available in the staffrooms and on CPP. Staff are required to complete the Staff Acceptable Use of IT Policy Agreement confirming they are aware of the details of the policy and that they agree to abide by the guidance. The policy is intended to ensure:-

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school and college IT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of IT in their everyday work.

Staff must keep student and staff information confidential (see Confidentiality Policy) and must not talk about St Rose's with colleagues or friends on social networking sites.

### **Electrical Safety**

All staff should monitor the condition of plugs, cables and electrical equipment and report to the office any damaged electrical equipment or wiring. The use of multi-adaptors is to be avoided as is the use of extension leads unless they are fully unwound and correctly protected. St Rose's also encourages staff and students to conserve energy at all times. All appliances should be switched off and unplugged before going home. Portable Appliance Testing (PAT) takes place twice a year and staff will be expected to make all portable electrical appliances available for testing during holiday periods when requested. Staff should avoid bringing their own electrical items into St Rose's.

### **Equality and Diversity**

We celebrate diversity amongst our students, staff and visitors and recognise the contribution which individuals with a wide range of backgrounds and experiences can make to the life of St Rose's. St Rose's is an equal opportunities employer. Behaviour displayed by staff which is against the spirit of equal opportunities and the protected characteristics of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity will be unacceptable and should be brought to the attention of the Principal.

### **Fire Procedures**

There are fire procedure notices in every room. Please familiarise yourself with the evacuation details for the room you are in and the nearest exit. In the event of an alarm, please assist your students and visitors to evacuate; do not stop to collect personal possessions. The Principal or senior member of staff on duty will give permission for students and staff to re-enter the building. St Rose's has a fire safety risk assessment which is available in the office. Regular fire drills are carried out. Testing of the alarms is also undertaken weekly and you will be informed which day of the week and at what time these take place.

### **First Aid**

There are First Aid boxes in various locations around the premises. Please make yourself familiar with their location.

- Jean Paul Bungalow
- St Martin's Bungalow
- Main School
- Nursery
- Pool area
- Residential house
- Main kitchen

All St Rose's vehicles carry a First Aid box.

### **First Aiders**

All staff receive basic first aid training. There are also staff trained in Emergency First Aid at Work. A Nurse can be called for further assistance if required. If a student is involved, parents/carers should be informed of the incident. An accident/incident form must be filled in after the event – available from the office. All Nursery staff have paediatric first aid training.

### **Food and food hygiene**

Staff must wash their hands before and after handling food. Students who eat orally must be encouraged to wash their hands before they eat.

A number of staff have undertaken food hygiene training and staff regularly involved with food preparation should request such training.

Staff must be aware of any food allergies the students in their care may have. The catering staff must be informed of any allergies students have.

Induction training in eating & drinking/dysphagia is given to all staff who may assist students with meals or snacks. Please be aware that food and drink must only be offered by staff who have had this training and we ensure that at least 2 members of staff are present whenever a student is eating and drinking.

### **Health & Safety**

All staff have a personal responsibility for the health and safety of themselves, their colleagues, students and visitors. Our students 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 their Line Manager. 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 have some health and safety responsibility and will be expected to have knowledge on what to do if an accident or incident occurs, know the fire and first aid procedures and understand the basics of infection control and manual handling. (See Health & Safety Policy)

(See also Appendix 4 and 'Health and Safety Law - What you need to know' leaflet.)

### **Home/school/college communication**

It is very important that staff are able to maintain contact with the parents/carers of our students. Home school diaries or notebooks are a key means of communication and enable teachers,

teaching assistants and care staff to communicate regularly with parents. Items of a personal or confidential nature should not be included in these books and the Principal should be consulted if staff have any concerns. Each class has a mobile phone and parents/carers have the numbers and are able to use them for text messages to school although absences should always be reported to the school office. Teachers, therapists and other staff who need to contact parents/carers should always use the St Rose's phone lines and not their personal mobiles.

### **Identity badges**

All staff and visitors must wear identity badges at all times. Staff name badges are on blue lanyards, visitors on yellow lanyards, volunteers on green lanyards, and governors on red lanyards. Identity badges should be returned when you leave employment with St Rose's.

### **Infection Prevention**

Staff must adhere to the guidelines for reducing the risk of infection. Control measures include correct hand washing with soap and water, ensuring that any cuts/grazes are covered with waterproof dressings and the use of PPE (Personal Protective Equipment). Staff are advised to ensure that their vaccinations are up to date. (See Infection Prevention Policy)

### **Inspections**

We are inspected by the following regulatory bodies:-

- Care Quality Commission (CQC) - who inspect St Martin's residential care facility.
- Ofsted – who inspect education for school and college as well as residential care for under 18's.
- Clifton Diocese – who carry out a Section 48 Denominational inspection for religious education in Catholic schools.

### **Lockers**

All staff are provided with a locker or lockable space to store their personal belongings safely. It is the responsibility of each person to secure their belongings in their locker. If a locker key is lost then we reserve the right to charge for a replacement. Locker keys should be returned when you leave employment with St Rose's.

### **Meals**

Lunches are provided for staff during term time at a cost of £2.50 per lunch for two courses. A hot and cold buffet is provided in the dining room in the House. Lunches can be paid for by cash in the dining room (please have correct money) or by cheque to the Finance Office, or via bank transfer. Staff who work with residential students at evenings and weekends and take their breaks with the students are not required to pay for meals taken at this time.

### **Medication**

All medication brought into St Rose's for student use is carefully signed in and out to ensure we have a robust audit trail.

Nurses and senior care staff are trained to dispense and administer medication to our students following prescription guidance from their healthcare professionals.

Staff medication – If you are bringing medication (either prescribed or over the counter remedies) into St Rose's it is your responsibility to ensure it is kept securely until you need to use it.

If you are prescribed emergency medication for a health condition please ensure that your colleagues are aware and know where to find it if needed.

### **Mobile phones**

Staff must not carry their personal mobile phones whilst at work. Mobile phones should be kept in their lockers or lockable space. Staff are permitted to use their phones during their breaks. Staff must remind visitors that they should not use their mobile phones when with students.

### **Manual Handling**

All staff are required to complete their manual handling training before assisting with the movement of students. The aim of manual handling at St Rose's is to ensure that all activities are carried out in a safe and secure manner and according to up-to-date good practice guidelines and legislation.

Hoists and other manual handling equipment are available for use. Individual risk assessments give details of how each student should be moved. Staff should ask for the risk assessment to be reviewed if there is a change in the student's needs or equipment used. Manual Handling Training is delivered in-house and staff should be aware of the Manual Handling Policy.

The Lead Physiotherapist oversees the delivery, completion and adherence to manual handling training. The Occupational Therapist oversees individual risk assessments for students.

### **Nursing Team**

We have nurses on-site every day and overnight to ensure that the students' day-to-day health requirements are met, and to offer advice, support and guidance regarding health and wellbeing to our students and their families.

As many of our students have health needs, Individual health care plans are developed, monitored and updated to ensure that each young person receives the care they need. In providing that care, we are able to draw upon the expertise of our on-site therapy teams.

The Nursing team also offer staff training on subjects such as, epilepsy, gastrostomy use and anaphylaxis. This is delivered as part of the induction process and on-going.

### **Performance and Development Review (PDR)**

All staff will have an annual performance and development review with their Line Manager. Targets will be set for the coming year. Other meetings may be held more frequently to support and monitor professional development targets and supervisions.

### **Personal Cares**

St Rose's is committed to ensuring that all staff responsible for the personal cares of our students will undertake their duties in a professional manner at all times. We recognise that it is essential to treat all young people with respect when personal care is given. No child or young person should be attended to in a way that causes distress or pain.

Personal care is any care which involves washing or carrying out an invasive procedure to intimate personal areas. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure, (e.g. the administration of rectal medication.)

Staff who provide personal care are trained to do so (including Safeguarding, Health and Safety training and Manual Handling) and are fully aware of best practice. Equipment will be provided to assist where needed.

Each student's right to privacy will be respected. Careful consideration will be given to each student's situation to determine how many carers may need to be present.

Wherever possible staff should only participate in personal care of an individual of the same sex. However, in certain circumstances this principle may need to be waived where failure to provide appropriate care would result in negligence.

Students at St Rose's are encouraged to take an active role in giving their consent to personal cares.

(Please read the Care Policy)

### **Personal Possessions**

Personal possessions should not be left unattended. Valuable items can be locked in lockers or the personal lockable space provided. It is the responsibility of each person to ensure the security of their own belongings. St Rose's will not accept liability for loss or damage to personal possessions brought onto the premises or taken on visits and trips.

### **Positive behaviour support**

Positive Behaviour Support (PBS) at St Rose's is an approach of working with students who present with behaviours of concern. The approach is evidence-based on the student and reinforced by the values and beliefs of the organisation. PBS strategies at St Roses are supported by the principles of applied behavioural analysis and lead to the identification of the function, or purpose of the behaviour as well as the development of alternative methods of communicating.

Behaviours of concern always happen for a reason and these might be the only way a student can communicate - it can arise for different reasons which are unique to the individual student. Students who display or are at risk of displaying behaviours of concern might need care and support which involves both positive support, such as positive behavioural support, and/or some form of restrictive practise or intervention. Any restrictive intervention must be legally and ethically justified, proportionate and be the least restrictive option.

What PBS achieves when applied correctly is a reduction in behaviours of concern and an increase in the student's quality of life.

At St Roses' this model is delivered within a program called 'Non-Abusive Psychological and Physical Intervention (NAPPI). Support staff are taught the principles of effective PBS de-escalation techniques and how to enrich the student's life, thus enabling them to cope better.

### **Policies**

St Rose's policies are reviewed regularly and are available to view on CPP and as hard copies in:-

- School staff room
- St Martin's residential area
- House residential area
- Main office
- Vice Principal's office
- Nursery

### **Prevent**

There is no place for extremist views of any kind at St Rose's. Our students see St Rose's as a safe place where they can explore controversial issues safely and where staff can encourage and facilitate this.

As part of our safeguarding all staff will undertake Prevent training which is a strand of the government counter-terrorism strategy. See Preventing Extremism and Radicalisation Policy.

### **Promoting British Values**

At St Rose's we are always trying to create an ethos of inclusivity and tolerance where different views, faiths, cultures and races are valued. We encourage our children and young people to engage in the wider community and have an awareness of and respect for their own and others cultures. We support them to understand the importance of being tolerant and we promote diverse attitudes and challenge stereotypes.

In this way we promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

These are addressed through our ethos and values and through our Personal and Social Development curriculum which is adapted to meet the needs of our students.

### **Raising Concerns**

Staff concerns should initially be raised through your line manager or the Principal.

Staff should be aware that they are able to raise concerns about any form of wrongdoing or malpractice in the knowledge that these will be taken seriously and investigated thoroughly.

### **Safeguarding**

Safeguarding is everyone's business. It is up to all of us to keep our children and young people safe.

At St Rose's we are committed to safeguarding and promoting the welfare of all children and young people, this requires all staff, volunteers and visitors to share this commitment. We aim to promote a culture of being a safe organisation for our students and the staff and volunteers who work with them.

We ask that if you hear, see or read anything which troubles you about a child or young person, do not ignore it, please report your concerns to a member of our safeguarding team:-

- Sheila Talwar
- Jean Bankhead
- Jo Pearch
- Elaine Fernandez
- Lisa Taylor
- Mike Steed

On commencement of employment here you will have a safeguarding induction session with a member of the safeguarding team.

Further information on safeguarding and child protection is available from the Gloucestershire Safeguarding Children's Board - [www.GSCE.org.uk](http://www.GSCE.org.uk) - Tel. 01452 583638

Safeguarding Adults Board – [www.gloucestershire.gov.uk/safeguardingadults](http://www.gloucestershire.gov.uk/safeguardingadults)  
Tel. 01452 426868

The school and college safeguarding policies and procedures are available on CPP, in the policy folders and on our website.

### **Security**

Entrance to St Rose's is carefully controlled and monitored. All staff will be issued with the necessary door codes. It is essential that these codes are not given out to parents, visitors and volunteers. Visitors will be required to sign in and wear a visitor badge on a yellow lanyard at all times.

### **Smoking**

St Rose's is a completely non-smoking environment. Smoking is not permitted in any of the buildings, vehicles or within the grounds.

### **Staff Absence**

If you are not well enough to come to work during the week, please ring the absence phone number 07518918442 between 07.15 – 07.45. This will enable cover to be arranged if appropriate. Please do not send a text to this number. Notification of absence by text message is not acceptable.

**Please do not send messages in with other members of staff.**

Please ring St Rose's each day unless another arrangement has been agreed with your Line Manager. In the event of on-going absence your Line Manager or member of the management team will maintain regular contact in a manner and frequency agreed with you.

**Care staff** - If you are unwell for an early shift in the week or any weekend shift **you do not have to call the absence number**. Please call the nurse mobile – 07821414136.

Please read the Absence policy for further details on St Rose's absence procedure.

### **Staff Code of Conduct**

St Rose's has adopted The Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings as its code of conduct. The document offers practical steps and reminds staff that they are responsible for their actions and for ensuring that staff teams support each other in maintaining high quality safeguarding across the organisation. Staff will be given a copy during induction and it is also available on CPP.

Care staff will also be given the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England.

### **Staff meetings**

A whole school and college staff briefing is held once a week on a Monday morning at 08.30. Other team meetings will be scheduled by line managers. Staff are expected to attend team meetings unless it is their day off or with prior permission from their line manager. It is your responsibility to read the minutes of your team meetings and the weekly briefing.

### **Staff Rooms**

There are staff rooms located in the main school, St Martin's and the residential house. Facilities are available to make hot drinks. Microwaves and toasters are also available in the kitchens areas.

### **Staff who wish to bring their own children into St Rose's**

We recognise that there may be occasions when it is appropriate for members of staff to bring their own children into St Rose's. Staff are expected to make arrangements for the care of their own child in the event of their child's school having an INSET etc. These guidelines seek to ensure the safety of all concerned and reduce possible impact on learning.

- Staff are only able to bring their child into St Rose's at the discretion of the Principal.
- Staff must inform and gain permission from a member of LMT before they bring their child into St Rose's.

- Staff are responsible for their own child at all times.
- Staff must ensure that their child is under their supervision at all times
- Staff are responsible for the behaviour of their child.
- Staff must ensure that they are still able to fully fulfil their working duties when their child is with them.

It is important to note that there may be classes and other work areas where it would more be difficult to accommodate a visiting child than others and this will inform the decision of the Principal. Only under exceptional circumstances can a member of staff bring more than one child at a time into St Rose's. Only under exceptional circumstances would a child under the age of 5 be permitted to be in St Rose's, unless the child can be accommodated in Nursery at the discretion of the Nursery Manager.

### **Student Voice**

Many of our young people use AAC (augmentative and alternative communication) methods to communicate and we are very aware that they may need longer to express themselves. We want to make sure that all our children and young people have equal opportunities to share their views and opinions and to contribute to school/college life. We have a School Council for our 5-19 young people and a Student Forum for our Post 19 young people where representatives discuss issues of concern or interest. All our staff listen carefully to the views of the young people however they are able to express them and we try to be as responsive as possible to them.

### **Therapies**

Support from a range of therapies is a central part of the nurturing, holistic approach that we adopt at St Rose's. We aim to give all students the best opportunity to achieve their full potential. We have a team of on site, specialist therapists working across all age groups. Therapies include Physiotherapy, Speech and Language Therapy (SLT or SALT), Massage therapy and Occupational therapy (OT). Our therapists work in very close collaboration with each other and all members of the teaching and care teams to ensure that we share knowledge, expertise and experience at every opportunity. We work together to develop an individual programme for each student, according to each person's levels of need.

Therapy at St Rose's is delivered in a flexible manner in order to maximise the benefits of intervention to each student. Therapists work alongside teaching and care staff in classrooms, residential settings and in the community. Therapy may be offered as part of whole group teaching, small therapy groups or individual sessions with therapists. All staff play an important role in supporting therapy, perhaps by attending therapy sessions, sharing information about sessions with colleagues, working towards therapy targets and helping students transfer progress made in therapy to the rest of their day to day lives.

Therapists provide regular staff training as part of the induction programme, INSET sessions and the CPD programme.

### **Traffic On-Site**

Staff and visitors must park in the designated areas. Staff should be aware of pedestrians at all times and adhere to the 5 mph speed limit. Staff should be particularly vigilant during the morning and afternoon drop-off and collection times. The site is used throughout the day and evening by the community accessing the hydrotherapy pool, so the drive is in constant use.

### **Vehicles**

St. Rose's has two minibuses and three cars which can be booked by classes using the school calendar via reception/office staff. All drivers of the minibuses must have completed their MIDAS training. To use the vehicles staff need to have a clean driving licence.

Students traveling in wheelchairs need to be securely clamped in the minibus and car floors. If you are not confident that a student is secured safely please seek assistance from another member of staff. Guidance on the maximum number of wheelchairs that can be used in each vehicle must be adhered to. Booster seats will be used in accordance with height regulations. Please do not leave vehicles where they may obstruct the transport at the end of the afternoon. Please remember to display blue badges correctly and comply with parking restrictions. Parking tickets will be the responsibility of the driver concerned. If a vehicle is damaged in any way inform the office and complete all details as required.

### **Visitors**

We welcome visitors to St Rose's. Every visitor is required to sign-in at Reception when they arrive. They will be asked to wear a visitor badge on a yellow lanyard at all times and sign out when they leave the premises. Visitors will be given a Safeguarding and Health & Safety leaflet. Staff should inform a member of the administration team if they are expecting visitors or if special events are taking place so that they can be included in the school calendar.

### **Volunteers**

St Rose's welcomes volunteers who can bring additional expertise. Volunteers are recruited for specific roles throughout St Rose's. Volunteer recruitment is co-ordinated by designated staff and follows a formal process of application, interview, referencing and DBS checking. Induction sessions are offered as appropriate to the work setting. Volunteers work under the supervision and guidance of specific members of staff. Volunteers should not be left alone with students and are not allowed to take them off-site by themselves.

### **Whistleblowing**

St Rose's expects the highest standards of conduct from all its employees and will treat seriously any concern that an employee may have about illegal or improper conduct. All staff should feel confident to raise a concern about a wrongdoing in the workplace. See Whistleblowing Policy.

### **Work Experience**

This is an important area for our students and we have a flexible and innovative approach to it. We encourage all of our students to participate in work related learning. They have an opportunity to participate in an enterprise project regularly. Our Post 16 students have the opportunity to complete internal work experience e.g. observing different people as they carry out their jobs or if appropriate going off site to participate in work experience. Our Post 19 students also have opportunities for internal and external work experience as well as completing units of accreditation based on work related learning. All the students are supported by our staff and are encouraged to participate in an area in which they are interested. Our Post 19 students also have additional opportunities to learn about different careers. Our St Rose's orchestra is another opportunity we give our students to participate in a work related learning experience.

We also accept a limited number of external students to experience a work related learning opportunity at St Rose's. They come from local schools, colleges and universities and have the opportunity to observe teaching and therapy or to assist in after school clubs and activities.

## **Appendix 1**

### **Cerebral Palsy**

Cerebral Palsy is the name for a group of lifelong conditions that affect movement and co-ordination caused by damage to the brain damage before, during or immediately after birth.

- This brain damage can show itself in many ways according to which parts of the brain are affected.
- Cerebral palsy can be mild, moderate or severe.
- The brain damage does not change over time but the effects of it can.
- Although cerebral palsy appears to mostly affect a young person's movement it also affects internal functions that are controlled by the brain. For example: learning, digestion, sensation, breathing, and growth.
- Each young person affected by cerebral palsy has a unique set of needs and it can take a while to learn how to confidently understand these needs and how best to interact with each child. Members of staff here know each young person well and will be able to guide you.
- You cannot tell by looking at a young person how much understanding they have. The thinking parts of the brain can be less affected than the parts which control movements.

There are young people here who have complex neurological conditions which manifest themselves in a similar way to cerebral palsy.

### **What do we do here at St Rose's that is helping pupils affected in this way?**

You may see pieces of equipment such as standing frames, day beds and foam wedges. These are to assist the young person to move into different postures throughout the day as part of their 24 hour postural management programme, in order to prevent discomfort and deformity.

You will notice that each young person's wheelchair is different, in order to support their posture in the best way. If you are moving students in their wheelchairs please read the wheelchair safety information and ask (if, for example, you cannot find the brakes!).

The Nurses oversee that their medical needs are met and Therapists support both their physical and sensory needs. Their learning is individually tailored to their needs in small class groups.

Many young people who have severe cerebral palsy have difficulty swallowing food and drink safely. You will receive specialist training from the Speech and Language Therapists if you are to help students with meals.

You will see some young people receive their fluids through a tube directly connected to their stomach. This is the safest way for them to be receiving their essential nutrition or fluids. This process is not painful at all.

Many young people also have time in the warm aquatic therapy pool, in massage therapy or doing rebound therapy as part of their treatment in order to help reduce muscle spasms, maintain comfort, maintain joint range of movement and muscle length as well as for enjoyment. Staff are required to join in with these activities where appropriate and will need suitable clothing to be available.

## **Appendix 2**

### **Epilepsy**

Epilepsy is a condition that affects the brain and causes recurrent seizures.

A seizure is caused by a sudden burst of excess electrical activity in the brain, causing a temporary disruption in the normal message passing between brain cells. This disruption results in the brain's messages becoming halted or mixed up.

The brain is responsible for all the functions of your body, so what you experience during a seizure will depend on where in your brain the epileptic activity begins and how widely and rapidly it spreads. For this reason, there are many different types of seizure and each person will experience epilepsy in a way that is unique to them.

### **What causes epilepsy?**

Sometimes the reason epilepsy develops is clear. It could be because of brain damage caused by a difficult birth; a severe blow to the head; a stroke; or an infection of the brain such as meningitis. Occasionally the cause is a brain tumour. Epilepsy with a known cause is called 'symptomatic' epilepsy. For most people there is no known cause and this is called 'idiopathic' epilepsy.

### **How is epilepsy diagnosed?**

There is no conclusive test for epilepsy, although tests such as the electroencephalogram (EEG) – which records brainwave patterns - can give doctors useful information. Epilepsy should be diagnosed by a doctor with specialist training in epilepsy. An epilepsy specialist will use their own expert knowledge, along with test results and the patient's or witness's accounts of the seizures, to make the diagnosis.

Because epilepsy is currently defined as the tendency to have recurrent seizures, it is unusual to be diagnosed with epilepsy after only one seizure.

In the UK around one in 20 people will have a single seizure at some point in their life, whereas one in 103 people have epilepsy.

### **Treatment of epilepsy**

Epilepsy is usually treated with anti-epileptic drugs (AEDs). They act on the brain, trying to reduce seizures or stop seizures from happening. Lots of people with epilepsy find that when they take their AEDs properly, they have fewer or no seizures.

If AEDs don't work very well for a person, there are some other treatments that may be helpful. These include brain surgery, vagus nerve stimulation (VNS) and the Ketogenic diet.

The Nursing Team will give you training on the specific needs of our students as required

## **Appendix 3**

### **Communication Difficulties**

Most of the students at St. Rose's experience complex difficulties with communication. Physical difficulties will often cause motor speech problems, a learning difficulty will affect understanding and expressive language skills, and sensory difficulties such as hearing or sight loss will also have an impact on communication. These difficulties may occur on their own or in combination and to any degree of severity. New staff may feel unsure about how to communicate well with our students but as relationships develop and confidence grows this will become easier. Follow the example of experienced staff and enjoy finding new ways to be an effective communication partner. Information on individual students' communication needs can be found in care plans, pen portraits and communication passports.

### **Strategies to Support Communication Difficulties**

We often need to simplify the language we use to communicate with students. We try to use familiar words and straight forward phrases and we allow enough time for the listener to process the message and to respond in whichever way they communicate best.

In addition, more specific strategies are used to help most of our students to understand others and to express themselves.

At St Rose's we adopt a Total Communication approach. This means that we value and embrace every form of communication and ensure that we provide the environment and resources that each student needs. Many of the strategies that we adopt are often referred to as Alternative and Augmentative Communication strategies or 'AAC' and include:

- Signing (usually Makaton)
- Objects, photographs and symbols
- Communication books, charts and other teaching resources
- Simple electronic devices to provide one or two recorded sounds or messages
- Voice Output Communication Aids (V.O.C.A) which provide extended vocabulary

Students use a variety of physical movements to control, or 'access' the books, charts and devices. This includes reaching out and pointing or touching, deliberate looking or 'eye gaze' and sometimes use of special switches.

These alternative ways of communicating can be challenging for those using them and for the people they are communicating with. It will almost always take more time, effort and skill to communicate effectively with some of the students but it is essential to keep trying and very rewarding for everybody when communication is good.

Training will be offered, as appropriate to your role, by the Speech and Language Therapists. We offer Total Communication training as part of the induction programme, which offers an overview of most of the 'low-tech' communication methods. We also offer regular CPD sessions on topics such as using eye gaze devices or Intensive Interaction. The SLT team work very closely with key staff to ensure that there is good understanding of how each student communicates and how to use individual strategies or communication aids.

## **Communication difficulties and Autism**

A proportion of students at St Rose's have needs relating to autism – either because they have autism as a main diagnosis or features which exist alongside other diagnoses. Some students do not have an autism diagnosis but may have 'autistic traits'.

As a result, we ensure that all staff have a good understanding of autism – what it means, how it impacts communication, interaction and learning and how we can adopt the best approach to meet that students' needs. We ask all staff to complete an e-learning module on 'Understanding Autism' and we provide regular training as part of staff INSET and CPD.

Some of the basics are described below.

**The three main areas of difficulty for an autistic person are known as the triad of impairments and are defined below:**

- **Social interaction** difficulties mean a child with an Autism Spectrum Disorder may find it difficult to understand unwritten social rules, other people's emotions and feelings and expressing their own emotions. They may find it hard to form friendships, preferring to spend time alone.
- **Social communication** difficulties cover both verbal and non-verbal language. People on the autism spectrum may have a very literal understanding of language and can be slow to process language. They may have difficulties in using and understanding tone and pitch as well as jokes and sarcasm. Some people may not speak or have limited speech while others will have good language skills but may still struggle with turn taking in conversation. In terms of non-verbal language, autistic people may have difficulties in understanding facial expressions, body language and eye contact.
- **Social imagination** difficulties can make it hard for a child on the autism spectrum to understand and predict another person's behaviour and imagine situations outside of their own routine. This may make it difficult for a person to plan ahead and organise themselves and to cope with new and unfamiliar situations. This can also be accompanied by a range of repetitive activities.
- It is also important to note, that children and young people on the autism spectrum may experience some form of sensory sensitivity. Our students may be over or under-sensitive to certain sensory stimulation (sights, sounds, smells etc) which can make the hustle and bustle of school/college life a frightening or even painful experience.
- We must consider, when reading the above information, that students at St Rose's have complex needs and may have other factors which influence their development. We must remember that a physical, sensory or learning difficulty alongside autism will influence how the person's difficulties present and ensure we adapt our strategies in the best way to meet their needs.

## **How we help students with an Autism Spectrum Conditions**

- Ensure that we adopt a Total Communication approach at all times.
- Ensure staff have all the information readily available about how to help that person – such as a communication passport.
- Offer a higher level of structure and predictability throughout the school day and in residential settings.
- Use visual resources such as schedules, timetables, now/next prompts according to students' need.
- Plan for changes and how to support the student to manage new situations by, for example, using social stories.
- Keep staff teams consistent to reduce confusion and maintain consistency.
- Pay special attention to the 'transitions' that a student makes throughout the day and evening between places/ activities/ people.
- Ensure we do thorough handovers between different teams at key points in the day.
- Pay particular attention to students' sensory needs and build in time to personal programmes to make sure these needs can be met.

Many of these strategies also support students who do not have autism so we adopt much of this as good practice across St Rose's.

Keep an eye on the Autism notice board on the therapy corridor for details of current projects or news.

## **Appendix 4**

### **Health and Safety**

*Please find attached 'Health and Safety Law - What you need to know' leaflet.*

Coded doors – keep closed, memorise codes, and do not give codes to visitors, parents or anyone not employed by the school.

Visitors – must be signed in and issued with an identity badge. During the school day visitors will be admitted and signed in by office staff. Visitors to residential areas in the evening must also be signed in.

Strangers – report any sighting of strangers on the property to a senior member of staff.

Windows and doors – do not leave accessible windows and doors open if rooms are unattended.

Wet floors – mop any spills up immediately, use wet floor signs to alert danger area.

Faulty equipment – remove from use or label as damaged. If urgent, report to senior member of staff, less urgent repairs should be recorded in maintenance file. This file is located in the reception office.

Electrical equipment – all equipment should be checked visually before use and turned off when not in use. Check all equipment not in use is turned off at the end of your shift, closed weekends and holidays. Batteries on Acheeva beds and mobile hoists should be disconnected at the start of a holiday to preserve battery life.

Accidents and incidents – a relevant form should be filled in. These are kept in the office during the school day or medical room out of school hours.

Fire – follow fire procedure as given in your induction. There are assembly points in the upper and lower car parks. Familiarise yourself with location of fire extinguishers and other fire safety equipment kept in your area and the fire panel in your area.

Wheelchair and Mobility equipment - brakes must be applied when stationary. Report any faults or breakages to Physiotherapy staff.

Domestic waste – white bin bags are used for this waste, disposed of in ordinary dustbins stored outside the kitchen. All broken glass or china must be well wrapped before being placed in the bin.

Offensive waste – yellow bags are used for this waste, and are disposed of in the bins with yellow lids. These bins can be found outside the door by the lift in the house and adjacent to the garage.

Sharps – are disposed of in a sharps bin in the medical room.

Gloves and Aprons – **must** be used when dealing with personal cares. Fresh gloves and apron must be used for each student. Gloves and aprons should be taken off before leaving the bathroom.

Soiled clothing – must be sluiced out. Day students' clothes are bagged in yellow bags for them to take home. Residential students' washing is placed in laundry bin in respective residential area.

Changing beds and toilet seats – sprayed with disinfectant spray and wiped each time they are used.

## **Appendix 5**

### **Wheelchair Safety**

You must complete training prior to manoeuvring wheelchairs, for your own safety and that of the young person using the wheelchair. This will be offered to you as part of your initial induction

- A wheelchair is part of a young person's personal space, so if you are touching it you need to explain what you are doing before you do it
- You will notice that many young people have a lap belt and harness which are necessary to keep them safe and well supported in their chairs. It is important to explain that they are not for the purpose of restraint.
- When any wheelchair is stationary, it must have both brakes on. Powered chairs should be switched off.
- Concentrate and be safe and slow when moving a chair. Do not be distracted, especially when moving through doorways. It is very easy to catch part of a young person's body as you move through if you are not alert.
- Leave a safe stopping distance between you and anyone ahead of you.
- Always ask a member of staff if you feel unsure about anything. There is a more detailed wheelchair safety document that you can ask for, if you would like.

### **Golden rules when working with students who use wheelchairs**

- Never transfer a young person into a chair that you believe to be unsafe or dangerously uncomfortable.
- Remember to communicate with the young person at all times so that they know when you are starting, stopping and where you are going.
- Make sure all straps, lap belt and ankle fastenings are secure.
- Any chair that is stationary (even when a young person is not in it) should have both brakes on.
- Moving a young person in a wheelchair safely from place to place requires concentration. Travel at an appropriate speed.
- Leave a safe distance between the front of the footplates of the chair you are pushing and any person in front; you need a safe stopping distance.
- Doorways and corners are possible hazards for young people in chairs. Elbows or outstretched arms can be caught or injured. Take care and go slow. Open doorways as wide as possible.

- Allow plenty of room for feet and footplates when turning to go through a doorway.
- Be aware of the young person's wellbeing and comfort at all times. Communication is reduced when you are behind them.
- Powered chairs must be turned off when stationary and before performing any other task with the young person.
- Postural or working chairs that adjust up or down should only be used minimally for mobility. If moving between rooms they need to be put up to a comfortable position to push and moved in accordance with the students manual handling plan (may need 2 people for larger chairs)
- If a young person is using a chair for transport, the chair must have a passport and if you are clamping the chair, you need to be properly trained.
- Do not lift chairs up kerbs alone. Avoid this if possible or work with one person on each handle, using leverage not lifting.
- Maintaining the hygiene of wheelchairs is a shared responsibility. Bacteria can build up and become an infection risk. Spot clean any accidents as they happen.

# Health and Safety Law

What you need to know



This is a web-friendly version of the *Health and Safety Law* leaflet published 04/09

All workers have a right to work in places where risks to their health and safety are properly controlled. Health and safety is about stopping you getting hurt at work or ill through work. Your employer is responsible for health and safety, but you must help.

## What employers must do for you

- 1 Decide what could harm you in your job and the precautions to stop it. This is part of risk assessment.
- 2 In a way you can understand, explain how risks will be controlled and tell you who is responsible for this.
- 3 Consult and work with you and your health and safety representatives in protecting everyone from harm in the workplace.
- 4 Free of charge, give you the health and safety training you need to do your job.
- 5 Free of charge, provide you with any equipment and protective clothing you need, and ensure it is properly looked after.
- 6 Provide toilets, washing facilities and drinking water.
- 7 Provide adequate first-aid facilities.
- 8 Report major injuries and fatalities at work to our Incident Contact Centre on **0345 300 9923**. Report other injuries, diseases and dangerous incidents online at **[www.hse.gov.uk](http://www.hse.gov.uk)**.
- 9 Have insurance that covers you in case you get hurt at work or ill through work. Display a hard copy or electronic copy of the current insurance certificate where you can easily read it.
- 10 Work with any other employers or contractors sharing the workplace or providing employees (such as agency workers), so that everyone's health and safety is protected.

## What you must do

- 1 Follow the training you have received when using any work items your employer has given you.
- 2 Take reasonable care of your own and other people's health and safety.
- 3 Co-operate with your employer on health and safety.
- 4 Tell someone (your employer, supervisor, or health and safety representative) if you think the work or inadequate precautions are putting anyone's health and safety at serious risk.

### If there's a problem

- 1 If you are worried about health and safety in your workplace, talk to your employer, supervisor, or health and safety representative.
- 2 You can also look at our website for general information about health and safety at work.
- 3 If, after talking with your employer, you are still worried, you can find the address of your local enforcing authority for health and safety and the Employment Medical Advisory Service via HSE's website: [www.hse.gov.uk](http://www.hse.gov.uk).

### Fire safety

You can get advice on fire safety from the Fire and Rescue Services or your workplace fire officer.

### Employment rights

Find out more about your employment rights at [www.gov.uk](http://www.gov.uk).

### Further information

This leaflet is available at [www.hse.gov.uk/pubns/books/lawleaflet.htm](http://www.hse.gov.uk/pubns/books/lawleaflet.htm).  
The information in this leaflet is available in a number of formats.

© Crown copyright 2009 If you wish to reuse this information visit [www.hse.gov.uk/copyright.htm](http://www.hse.gov.uk/copyright.htm) for details. First published 04/09.