



OUR STUDENT AND FAMILY WELCOME PACK



CONTENTS

1. Welcome and Introduction	3
2. Purpose of Induction.....	3
Meeting students and families.....	3
Understanding what we value	3
Building a collaborative relationship.....	3
Exploring the environment.....	4
Establishing a supportive foundation.....	4
3. Induction Process	4
Initial Induction Sessions.....	4
Collaborative planning	4
Flexible and individualised approach	5
Regular check-In	5
Feedback and reflection	5
4. Induction Meeting	5
5. Induction Period.....	6
Week 1: Introduction and Orientation.....	6
Week 2: Building Engagement and Connection	7
Week 3: Strengthening Confidence and Routines	7
Week 4: Reflection and Planning for Long-Term Success	7
Adapting the Plan.....	8
6. Engagement with families and carers.....	8
You know your child best	8
You have your own communication preferences	8
You are an expert by experience.....	8
It's okay to ask if your child is okay	9
Lilya's school is your school too	9
We don't always have the answers!	9
7. Ongoing support and setting targets.....	9
Key Worker Assignment	9
Regular Meetings	10
Flexible Individual Timetables	10
Individual Learning Plans (ILPs)	10
Student Involvement.....	10
Accessible Communication	10
8. Student code of conduct.....	11

Mutual Respect and Kindness	11
Honesty and Integrity.....	11
Trust and Accountability	11
Personal Growth and Responsibility	11
Supportive Communication	12
Non-Judgmental Attitude.....	12
Safe and Supportive Environment	12
Collaboration and Teamwork.....	13
Flexibility and Understanding.....	13
9. Health and Wellbeing	13
Guidance on Mental Health Support	13
Interventions	14
Coping Strategies	14
Use of Community Resources	15
Quiet Spaces.....	15
10. Academic Expectations	15
Our Academic Offer.....	15
Personalised Timetables and Individual Learning Plans.....	16
A Range of Subjects.....	16
Flexible Teaching Approaches	16
Tracking Progress and Achievements.....	16
Standards and Expectations	17
11. Transport and Parking	17
Addresses of Our Sites	17
Parking.....	17
Public Transport	17
Local Amenities	19
12. Safety and Security.....	19
Safety and Security Guide for Staff and Student Induction	19
Fire Drills	19
During a Fire Drill.....	19
Closing Doors and Restricted Access.....	20
Emergency Contacts.....	20
Lockdown Procedure.....	20
Important Notes.....	21

1. WELCOME AND INTRODUCTION

Welcome to The Lilya Lighthouse Education Trust (LLET). We are a neurodiverse, inclusive trust committed to working in partnership with our students, their families, and our partner schools to create an education that works for everyone.

Our vision is to create an educational provision that values individuality, neurodiversity, curiosity and supports young people to develop self-confidence, build on skills and interests and achieve the best that they can academically, within a nurturing environment that values kindness, social connections and emotional well-being.

We describe our students as 'future leaders'. During their time with us, we will take an asset-based, person-centred approach to building self-confidence, independence, and social networks. By the time our students leave us, we want them to be able to assert their needs so that they can succeed.

2. PURPOSE OF INDUCTION

At LLET our induction process is designed to ensure that all new members of our school community feel informed, supported, and welcomed. We believe that building strong relationships with students and their families from the very beginning is key to creating a positive and inclusive educational experience.

MEETING STUDENTS AND FAMILIES

We value the opportunity to meet with students and their families as early as possible. This allows us to hear directly from you about your experiences, preferences, and aspirations. By understanding what matters most to you, we can tailor our approach to ensure the best possible outcomes for every child.

UNDERSTANDING WHAT WE VALUE

We are committed to being a neurodiverse and inclusive school where individual needs are met, and students are given a voice. During the induction, we will share our philosophy, values, and priorities with you. This is an opportunity to learn about how we support our students academically, socially, and emotionally.

BUILDING A COLLABORATIVE RELATIONSHIP

Our induction process is not just about introducing you to us; it's also about working together to understand your needs. We encourage families and students to share what they like, what they find challenging, and

any specific goals or concerns they may have. This collaborative approach allows us to create a personalised plan that aligns with your needs and aspirations.

EXPLORING THE ENVIRONMENT

We invite all prospective students and families to visit our school before making a commitment. This provides an opportunity to experience our facilities, meet our staff, and get a sense of our learning environment. We believe this firsthand experience helps to build trust and confidence in the partnership we're creating.

ESTABLISHING A SUPPORTIVE FOUNDATION

The induction process is a chance to ensure that every new student feels seen, heard, and supported from the beginning. By prioritising open communication and mutual understanding, we aim to set the stage for a successful and fulfilling educational journey with us.

We are excited to welcome you to our community and look forward to working together to create a positive, empowering, and inclusive experience for every student and family.

3. INDUCTION PROCESS

The induction process at LLET is tailored to meet the unique needs of each student, ensuring a smooth and supportive transition into our school community. Here is an outline of how the process works:

INITIAL INDUCTION SESSIONS

Our first induction week provides students with opportunities to build trusted relationships with school staff and become familiar with the school environment. We will ask students what their preferred activities are and incorporate interests in their induction sessions. We will also agree with each student how they can signal to us that they would like the session to pause or end.

COLLABORATIVE PLANNING

We will work together to develop a personalised induction plan. This plan will outline the steps of the transition, the level of support required, and strategies to help the student settle in. The word "together" is central to this process, emphasising our commitment to partnership and shared decision-making.

FLEXIBLE AND INDIVIDUALISED APPROACH

We recognise that every student is unique, and so we design the induction process to reflect individual needs. For some students the induction may take place over a week, while for others it may extend to two weeks or more. We begin with shorter sessions and gradually build up to longer ones, allowing the student to adjust at their own pace.

REGULAR CHECK-IN

Throughout the induction process, we conduct regular check-ins with the student and their family. These check-ins provide an opportunity to address any concerns, celebrate progress, and make any necessary adjustments to the plan. We also encourage ongoing communication with the home school to ensure they are informed about the student's progress and can offer additional insights if needed. A student may ask for a check-in or review meeting at any time.

The induction process is designed to help the student feel comfortable and confident within our environment. We carefully monitor how they are settling in and adjust their schedule or support plan as needed.

FEEDBACK AND REFLECTION

At the end of the induction process, we will seek feedback from students, families, and home schools/local authority to evaluate its effectiveness. This reflection allows us to continuously improve our approach and ensure we are meeting the needs of our community.

By prioritising collaboration, flexibility, and communication, our induction process aims to ensure that every student and their family feel supported and valued as they begin their journey with us.

4. INDUCTION MEETING

Each student's induction meeting is designed to provide a clear and supportive introduction to Lilya's schools. Here is an example of what a student and their family will receive and discuss during this initial meeting:

Health and Safety Information - An overview of key health and safety procedures to ensure the well-being of everyone in the school community.

Understanding and Supporting Behaviour - A discussion of our approach to understanding and supporting behaviour, emphasising mutual respect and individual support rather than a traditional behaviour policy.

Plan of the Building - A guided tour of the school and a map of the facilities, helping the student become familiar with the environment.

Example Timetables - Personalised example timetables will be shared, designed around the student's personal needs and preferences, with flexibility to adapt as needed.

Opportunity to Ask Questions - Time for the student and their family to ask any questions they have about the school, staff, and overall experience.

Communication with Home - A discussion about how we will keep families informed and involved, including preferred methods of communication and frequency of updates.

Preferences for Induction Period - Conversations about how the induction process will be structured, whether over a week or longer, with adjustments made based on the student's comfort and readiness.

Safety Plan Development - An opportunity to collaboratively write a safety plan, addressing any potential challenges and identifying strategies to ensure safety and success.

Sharing Paperwork - A review of relevant documents such as the student's EHCP (Education, Health, and Care Plan), medical information, or other key paperwork that will help us provide tailored support.

By including these elements in the induction meeting, we aim to create a thorough and supportive introduction for every student and family, laying the foundation for a successful partnership with us.

5. INDUCTION PERIOD

Our induction period is designed to gradually introduce students to our school environment while ensuring they feel supported.

We recommend a **four-week induction period**, but this will be tailored to the needs of each individual student. Some students may prefer to start with short 'settling-in' sessions, building up to half or full days, while others may be comfortable beginning part-time or full-time right away. Below is an example of how a four-week induction period might look:

WEEK 1: INTRODUCTION AND ORIENTATION

Students are invited to contribute to the design of their induction sessions by responding to questions about their preferred activities.

During the first session, each student can spend time getting to know their key members of staff in an agreed local i.e. home, community, at school. A copy of the student and family induction pack is shared on day one and the session will end with an agreed plan for the next session.

Session two has a greater focus on curriculum, including designing a personalised timetable and identifying subject topics to be taught in week two. During the third//final session in the first week, key members of staff will share student email login details, provide a password for the student area of the school website, and support students with navigating the school iPad to find information about their school day and the relevant apps which will support learning.

Before the end of the week, each student and their family will be asked for feedback and any necessary adjustments will be made to individual learning plans.

WEEK 2: BUILDING ENGAGEMENT AND CONNECTION

During week 2, teachers will facilitate learning which is aligned with the student's strengths and interests and students will have more opportunities to collaborate in small peer groups.

WEEK 3: STRENGTHENING CONFIDENCE AND ROUTINES

By week 3, we expect to see a gradual increase in the time spent in the school environment and the level of participation in lessons.

We will continue to offer opportunities for group work to build social connections and teamwork skills.

There will be ongoing communication with the family to ensure that students are enjoying their time at Lilya's school and not masking during the school day leading to burnout at home.

WEEK 4: REFLECTION AND PLANNING FOR LONG-TERM SUCCESS

By week 4, we expect that students are fully engaging in their full timetable with us with the necessary adjustments made.

By the end of week 4 we will host a review meeting with the student to reflect on the progress made. Students can invite family members to this meeting and representatives from their local school if appropriate. During the meeting we will reflect on the supports which have enabled the student to succeed and identify where progress has been made against their personalised learning plan. Students will be invited to review their self-evaluation for personal development.

ADAPTING THE PLAN

The induction programme will be adjusted to meet the unique needs of each student. The pace, structure, and activities will reflect the student's comfort level, goals, and specific challenges. Regular communication with families and main providers remains central to the process, fostering collaboration and mutual understanding.

By extending the induction period over four weeks, we aim to provide students with the time and space they need to adjust, build confidence, and feel fully supported in their transition to us.

6. ENGAGEMENT WITH FAMILIES AND CARERS

Family engagement is at the heart of our values. We believe that working together is essential to providing an educational experience that meets the emotional and academic needs of every student. Input from parents and carers is invaluable, and we strive to create an open, collaborative partnership with all families. Here are some thoughts from us:

YOU KNOW YOUR CHILD BEST

We deeply value the insights you bring and view you as an essential part of the team supporting your child's journey. Your knowledge helps us to understand your child's strengths, challenges, and preferences, enabling us to create a supportive and tailored environment.

YOU HAVE YOUR OWN COMMUNICATION PREFERENCES

We recognise that every family has different communication preferences. During the induction process, we will ask about your preferred methods of communication—whether that's email, phone calls, in-person meetings, or a combination. We aim to ensure that our communication is accessible, timely, and responsive to your needs.

YOU ARE AN EXPERT BY EXPERIENCE

We believe in working together to co-create plans that support your child's well-being and success. From the induction process onward, we encourage you to share your ideas, concerns, and feedback. Whether it's helping to shape an individual timetable, discussing support strategies, or developing a safety plan, your voice is always valued.

IT'S OKAY TO ASK IF YOUR CHILD IS OKAY

To ensure you feel informed and involved, we provide regular updates on your child's progress and experiences. These check-ins offer opportunities to celebrate achievements, address any concerns, and adjust our approach as needed. We are also happy to facilitate meetings with other providers or professionals involved in your child's care.

LILYA'S SCHOOL IS YOUR SCHOOL TOO

Our aim is to create a school environment where families feel welcomed and included. We encourage you to participate in school events, workshops, and informal gatherings to connect with other families and our team. Your presence and input help to strengthen our school community and ensure that every student thrives.

WE DON'T ALWAYS HAVE THE ANSWERS!

We will always listen, but we don't always have the answers. However, we can suggest some useful websites to access and learn from. For example, we offer our families access to the [My Family Coach](#) platform, developed by Team Teach. This resource provides families with practical tools, strategies, and guidance for supporting positive behaviour and emotional well-being at home. Through this platform, families gain access to helpful resources such as articles, videos, and personalised strategies tailored to their needs. By aligning the approaches used at school and home, the platform ensures a consistent support system for your child and empowers families with the knowledge and confidence to address challenges effectively.

7. ONGOING SUPPORT AND SETTING TARGETS

We understand that maintaining an open line of communication and setting clear, achievable goals is essential for student success. Here's how we ensure this:

KEY WORKER ASSIGNMENT

Each student is assigned a key member of staff who serves as their primary point of contact and advocate throughout their time at one of Lilya's schools. This person plays a pivotal role in supporting the student's academic progress and emotional well-being while maintaining a consistent and trusted relationship.

Supported by the wider team, including the Head of Provision, the key worker ensures that every student receives personalised and continuous care, fostering a stable and supportive learning environment.

REGULAR MEETINGS

We arrange regular meetings with students, families, and, where appropriate, their home schools. These meetings provide an opportunity to review progress, set new targets, and address any challenges or changes in circumstances.

FLEXIBLE INDIVIDUAL TIMETABLES

Our timetables are not rigid; they are fluid and adaptable based on ongoing assessments of a student's well-being, academic capabilities, and preferences. We understand that a student's needs and interests may evolve over time, and we are committed to adjusting their timetable accordingly.

INDIVIDUAL LEARNING PLANS (ILPS)

Every student will have an ILP that outlines their specific goals, strategies, and how they want to be supported. These plans are reviewed at least termly, though reviews may occur more frequently based on discussions with students and families. Copies of the ILP are also shared with home school where appropriate.

STUDENT INVOLVEMENT

Students are active participants in setting their own targets. We believe that involving them in this process fosters a sense of ownership and empowerment, contributing to their personal and academic growth.

ACCESSIBLE COMMUNICATION

Email addresses for key staff members will be shared with families, ensuring that communication is straightforward and accessible. Families are encouraged to reach out with questions, updates, or concerns at any time.

By placing value on collaboration and adaptability, we aim to create a supportive environment where students can thrive academically and emotionally. Regular reflection and joint decision-making ensure that every student's journey at Lilya's School is positive, productive, and uniquely tailored to their needs.

8. STUDENT CODE OF CONDUCT

MUTUAL RESPECT AND KINDNESS

- **Expectation:** We treat each other with respect, kindness, and consideration, recognising that everyone's background, experiences, and challenges are unique.
- **Understanding:** We recognise that students may have faced difficult circumstances, and we encourage open communication and empathy. Some behaviours may arise from past experiences, and we will work together to address it through support and guidance.

HONESTY AND INTEGRITY

- **Expectation:** We value honesty and integrity in all our interactions, both with staff and with each other. Being truthful, even when it's difficult, helps build trust and accountability.
- **Understanding:** We understand that past experiences may have led some students to feel unsafe or unsupported when being open about their challenges. We aim to create a safe, non-judgmental space where students can express themselves truthfully and receive the support they need.

TRUST AND ACCOUNTABILITY

- **Expectation:** We build trust by being reliable, following through on commitments, and taking responsibility for our actions, while supporting others in doing the same.
- **Understanding:** Recognising that trust may have been broken in the past, we encourage patience and understanding as we work to rebuild trust, one step at a time. Mistakes are part of learning, and we approach them with the aim of growth rather than punishment.

PERSONAL GROWTH AND RESPONSIBILITY

- **Expectation:** We take responsibility for our own learning, actions, and well-being. We understand that progress is individual and unique, and we celebrate each step forward.

- **Understanding:** We acknowledge that every student comes to us with different needs and challenges. Our approach is to be supportive, offering flexibility and tailored support, recognising that personal growth may look different for everyone.

SUPPORTIVE COMMUNICATION

- **Expectation:** We communicate openly and respectfully, whether we are asking for help or offering it. Our words and actions should create an environment where everyone feels heard, valued, and respected.
- **Understanding:** We understand that some students may find it difficult to express themselves verbally or may struggle with social communication. We encourage alternative forms of communication and offer support when students feel overwhelmed or misunderstood.

NON-JUDGMENTAL ATTITUDE

- **Expectation:** We approach every situation with a non-judgmental attitude, accepting that everyone has different experiences and challenges. We focus on solutions, growth, and understanding rather than judgment.
- **Understanding:** We recognise that students may have faced challenges in other educational settings that affected their ability to succeed. Our approach is based on understanding and support, not on blaming or stigmatising.

SAFE AND SUPPORTIVE ENVIRONMENT

- **Expectation:** We commit to creating a safe environment where everyone feels physically and emotionally secure. This includes respecting personal space and being considerate of others' feelings. We respect each other's personal space, feelings, and boundaries. Consent and mutual respect are key to maintaining positive relationships.
- **Understanding:** We understand that some students may have a history of trauma or difficulty trusting others, and we work hard to provide a stable, supportive environment where students can feel safe and start to rebuild trust in themselves and others. They may have difficulty setting or respecting boundaries due to past trauma or experiences and, so, we provide clear guidelines and support to help students navigate these boundaries in a safe, respectful way.

COLLABORATION AND TEAMWORK

- **Expectation:** We work together as a team, supporting one another to achieve personal and collective goals. Everyone's voice is important, and we encourage collaboration, rather than competition
- **Understanding:** We understand that students may struggle with working in groups or trusting others due to past experiences. Our environment encourages teamwork in a way that builds confidence and support, focusing on collaboration over competition.

FLEXIBILITY AND UNDERSTANDING

- **Expectation:** We remain flexible and understanding, especially when students encounter challenges that affect their behaviour or learning. We aim to offer alternative solutions and support when needed.
- **Understanding:** We know that students in alternative provision may face unique challenges, whether personal, social, or academic. Our approach is to adapt to their needs and offer support when things don't go as planned, ensuring they are always supported through their journey.

9. HEALTH AND WELLBEING

We are dedicated to the health and well-being of every student. We recognise that feeling safe, supported, and understood is essential for students to thrive. This section outlines the support we offer to promote mental, emotional, and physical well-being.

GUIDANCE ON MENTAL HEALTH SUPPORT

We understand that students may experience challenges with mental health, and we are here to help.

- **Knowing Who to Talk To:**
Students can approach any staff member wearing a **teal lanyard**, as these identify key staff members trained to provide support. The following individuals are designated safeguarding leads and are always available to help:

- **Mica Coleman Jones:** Head of Provision.
- **Becky Freely:** Assistant Headteacher.
- **Accessing Support:**
We encourage students to speak with their key point of contact if they feel overwhelmed or need guidance. Our staff are approachable, understanding, and trained to provide a listening ear and practical advice.
- **Signposting to Online Services:**
In addition to in-school support, we guide students and families to trusted online mental health resources, such as:
 - **Kooth:** Free, confidential online counseling for young people.
 - **YoungMinds:** Information and support for mental health challenges.
 - **Childline:** A safe space to talk or get advice on a wide range of issues.

INTERVENTIONS

Aswell as delivering a PSHE programme we also offer tailored interventions to help students manage challenges and develop positive habits:

1:1 Support Sessions: Regular meetings with staff to discuss concerns and explore solutions.

Small Groups: Sessions focused on building self-esteem, emotional resilience, and social skills.

Restorative Approaches: To address conflicts or misunderstandings, we focus on resolving issues through communication and rebuilding trust.

Access Arrangements: Practical adjustments to ensure students feel comfortable and supported during lessons and exams.

COPING STRATEGIES

We empower students with tools to manage stress and challenges effectively by using:

Mindfulness and Relaxation Techniques: Including deep breathing, guided meditations, and grounding exercises.

Practical Strategies: Encouraging healthy habits such as setting routines, balancing screen time, and prioritizing sleep. We give time at the start and end of each lessons for students to process, regulate and ensure they are able to access the learning.

Visual Aids: To help students self-regulate and manage overwhelming situations.

USE OF COMMUNITY RESOURCES

We encourage students to benefit from the rich resources in the local area. We are also part of the Nottingham tram route, and we plan to visit the wider area using public transport. These are just some of the opportunities we have nearby:

The Arboretum and Other Green Spaces: Engaging with nature through walks, outdoor lessons, or recreational activities.

Community Partnerships: Collaborations with local organisations and sports clubs to promote physical and mental health.

Local Sports Hall or Gym: Opportunities for physical activities, team sports, and exercise sessions to boost well-being.

QUIET SPACES

We provide designated quiet spaces to help students feel calm and secure during the school day:

Break Areas: Available throughout the day for students to retreat to when they need a quiet moment away from the school environment. We also have small outdoor spaces on both of our sites.

Individualised Plans: For students who need specific times or arrangements to use quiet spaces as part of their support plan.

Health and well-being are integral to everything we do. Our goal is to ensure every student has the tools, resources, and environment they need to feel supported, confident, and ready to learn.

10. ACADEMIC EXPECTATIONS

OUR ACADEMIC OFFER

Our academic program is designed to support not just educational achievement but also the social, physical, and emotional well-being of our students.

PERSONALISED TIMETABLES AND INDIVIDUAL LEARNING PLANS

We work closely with students, families, and their main education providers to create personalised timetables. These timetables are tailored to meet individual academic, social, and emotional needs, ensuring students feel supported and set up for success. Together, we establish realistic and achievable targets that align with the student's goals and abilities.

A RANGE OF SUBJECTS

LLET offers a variety of subjects, including GCSEs, to suit the diverse needs and aspirations of our students. Full details of the subjects we offer can be found in our **Curriculum Policy**. We may also partner with other providers and subject specialist if there is particular interest in a subject area e.g. Music.

FLEXIBLE TEACHING APPROACHES

We recognise that every student learns differently, so we adapt our teaching methods to suit individual preferences and needs. For example:

- A student who prefers typing over writing will have access to a device for their lessons.
- Lessons may incorporate visual aids, hands-on activities, or alternative formats to engage and support students effectively.

Our goal is to ensure that students feel valued, listened to, and empowered in their learning journey.

TRACKING PROGRESS AND ACHIEVEMENTS

We regularly assess and track student progress to ensure they are reaching their potential.

Progress reports and achievements are shared with students and families, celebrating successes and identifying areas for development.

Collaboration with the main provider ensures targets remain aligned with long-term educational goals.

STANDARDS AND EXPECTATIONS

We hold high but realistic expectations for all students:

Attendance: Students are expected to attend lessons regularly and engage positively. Full details of attendance expectations can be found in our **Attendance Policy**.

Standards of Effort: While we understand that every student's journey is unique, we encourage a commitment to learning and participation, recognising that progress looks different for everyone.

Our academic offer is built on flexibility, collaboration, and a commitment to empowering students to succeed in a way that works for them. We believe that by giving students a voice, valuing their input, and tailoring our approach, they can achieve their full potential.

11. TRANSPORT AND PARKING

ADDRESSES OF OUR SITES

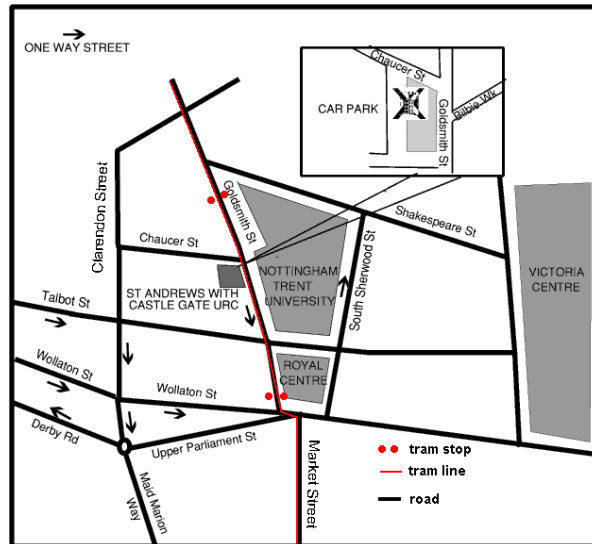
Lilya's Goldsmith School: Located at St Andrew's with Castle Gate URC, on the corner of Goldsmith Street and Chaucer Street, Nottingham, NG1 5JT.

Lilya's Clarendon School: Situated at 25A Clarendon Street, Nottingham, NG1 5JD.

PARKING

Visitor parking may be available upon request. Please contact Mica Coleman Jones to discuss arrangements.

PUBLIC TRANSPORT



Travelling by tram

There is easy access to Lilya's Goldsmith School using the tram – the nearest tram stops are also shown on the map.

Travelling north from the railway station or the Market Square in the city centre, you could choose to alight at the Royal Centre stop or continue, past the church, and walk back from the Nottingham Trent University Stop.

Travelling south from Hucknall, Bulwell or the Forest Park and Ride, you could alight the tram at the Nottingham Trent University stop, cross the road and keep walking in the same direction to the church or continue on to the Royal Centre stop and walk back to the church.

Travelling by bus and by foot

Take any Nottingham bus to the city centre.

From the city centre, follow the tram way by walking north (up the hill) up *Market Street* until you get to the junction with Upper Parliament Street after about 120m. (Market Street is at the west end of the Market Square by Debenhams). Cross *Upper Parliament Street* at the traffic lights and continue north along the pedestrianised area beside the tram lines, passing the Theatre Royal on your right (120m approx.). Cross *Talbot Street* and continue in the same direction, still following the tram way, along Goldsmith Street for about 150m to the church. This is immediately before the junction of Goldsmith Street and Chaucer Street.

Travelling by car

Car drivers may use the map to find Lilya's Goldsmith School where we have a small car park accessed from *Chaucer Street*.

N.B. Drivers should be aware that cars are not permitted to drive through the tram stop on Goldsmith Street between Shakespeare Street and Chaucer Street.

Drivers could also use the *Forest Park and Ride* on the Forest Recreation Ground, Gregory Boulevard.

LOCAL AMENITIES

The central locations of both sites offer easy access to nearby amenities, including High Pavement for lunch options, various cafes, and sports halls.

12. SAFETY AND SECURITY

SAFETY AND SECURITY GUIDE FOR STAFF AND STUDENT INDUCTION

At Lilya Lighthouse Education Trust, the safety and security of our students and staff are of the utmost importance. This guide provides an overview of the key procedures and protocols in place to ensure a safe and secure environment for everyone.

FIRE DRILLS

Fire drills will be conducted at least termly to ensure familiarity with evacuation routes and procedures.

All emergency maps and fire exits are clearly marked in the building.

A copy of an emergency map with fire exits will be provided to families and students as part of this induction.

DURING A FIRE DRILL

1. Stop all activities immediately.
2. Follow the nearest marked evacuation route.
3. Assemble at the designated meeting point outside the building.

4. Wait for instructions from the Fire Marshal or designated staff.

CLOSING DOORS AND RESTRICTED ACCESS

All doors leading to restricted areas must always remain closed and secure.

Staff are required to check that doors are locked when not in use.

Visitors will be signed in and given a visitor's badge/lanyard on arrival in the provision.

EMERGENCY CONTACTS

Students:

- Ensure the school has your updated emergency contact details on file.
- Notify the school immediately of any changes to contact information.

Families:

- Ensure your emergency contacts information is up to date and with the school.
- A list of emergency contacts for staff and students is maintained securely.
- Emergency contact numbers for key staff members are included in the school's policies and distributed to families.

LOCKDOWN PROCEDURE

A lockdown may be initiated in response to an immediate threat. The procedure is designed to keep everyone safe until the situation is resolved.

Information during a lockdown

- 'LOCKDOWN' sent via text message to school phones and in the subject headings of an email to all staff. 999 will be alerted.
- All students and staff, parents/carers and visitors will be directed to the nearest safe place and advised to hide away from doors and windows.
- Parents and carers will receive a text message and an email to alert them of lockdown. They be asked to not call the school, as this will tie up lines that would be used to contact emergency

services and not come to school unless they have also received a message to inform them that the lockdown has been lifted.

Please see our lockdown procedure included in this pack.

IMPORTANT NOTES

Detailed emergency response and safety policies are available in the staff handbook and student/parent guide.

The Head of Provision is responsible for overseeing the implementation and review of safety protocols.

Emergency drills and procedures are conducted in compliance with national safety standards.

If you have any questions or require further information, please speak to the Head of Provision: mcolemanjones@lilyalighthouse-trust.co.uk