

## Safeguarding: Part 4 Safeguarding Procedures

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
28 <sup>th</sup> January 2020	28 <sup>th</sup> January 2021	Sean Flood	Aoife O'Grady	Derek Vitali

We are aware that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019))

### Aims

- To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### 1.0 Introduction

**1.1** We believe **Safeguarding** is the policies and practices that we employ to keep children safe and promote their well-being. Safeguarding includes governance; security of the school buildings and grounds; safe recruitment of staff; SEN and inclusion; e-safety; health and safety; curriculum; attendance and punctuality; and all school policies.

### 2.0 Procedures

#### 2.1 Acceptable Internet Use and Agreement

Information and communications technology includes all forms of computing, the internet, telecommunications, digital media and mobile phones. School personnel have clear responsibilities with regard to the use of all ICT equipment and ICT facilities.

### Procedures

School personnel must:

- sign and date the 'Acceptable Use of ICT Agreement';
- be fully aware of and implement the internet safety policy;

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- be aware of the acceptable user guidelines;
- protect their user name and passwords;
- log off when using a computer;
- report any misuse of the ICT equipment or the ICT facilities of this school;
- ensure the internet safety of all pupils within this school;
- not use illegal software or access inappropriate websites when in school or they face dismissal;
- attend training regarding:
  - ☐ Computer Misuse
  - ☐ Data Protection
  - ☐ Copyright
  - ☐ Prevent Duty
  - ☐ Counter Terrorism
- be aware of the increased risk of online radicalisation and alert to changes in pupil's behaviour;
- be able to identify those who may be vulnerable to radicalisation or being influenced by extremist views;
- report any concerns they have to the Designated Safeguarding Lead;
- work hard to create a safe environment where we promote pupils' welfare and to build pupils' resilience to radicalisation and extremism

## **2.2 Administering Medicines**

Under the standard terms and conditions for the employment of teachers there is no legal duty for them to administer or to supervise a child taking medication.

Administration of medicines by any member of the school personnel is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school personnel who has volunteered and accepted this role to be familiar with all administration of medication procedures

### **Procedures**

- Effective strategies and examples of good practice for the administration of prescribed medicines are in place.
- Members of the school personnel who have volunteered to administer or supervise the taking of medication will:
  - ☐ undertake appropriate training;
  - ☐ be up to date with the Individual Health Care Plans for those pupils with specific medical needs or emergency medication such as asthma inhalers or epipens;
  - ☐ be aware of Individual Health Care Plans and of symptoms which may require emergency action;
  - ☐ read and check the Medical Consent Forms before administering or supervising the taking of medicines;

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- ☐ check that the medication belongs to the named pupil;
  - ☐ check that the medication is within the expiry date;
  - ☐ inform the parent if the medication has reached its expiry date;
  - ☐ confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage;
  - ☐ record on the medication record all relevant details of when medication was given;
  - ☐ return medications to the secure cabinet for storage;
  - ☐ always take appropriate hygiene precautions;
  - ☐ record when a child refuses to take medication;
  - ☐ immediately inform the parent/carer of this refusal
- Before medications are administered parents/carers must provide written permission by completing the Medication Consent Form which includes:
    - ☐ Name and date of birth of the child
    - ☐ Name and contact details of the parent/carer
    - ☐ Name and contact details of GP
    - ☐ Name of medicines
    - ☐ Details of prescribed dosage
    - ☐ Date and time of last dosage given
    - ☐ Expiry date of medication
    - ☐ Storage details
    - ☐ the medication in its original container
    - ☐ sufficient medicine for the dosage to be given in school
  - All medications are kept in a secure place such as a small secure fridge and accessible only to the designated persons.
  - All school personnel must attend the following training:
    - ☐ General information about medication
    - ☐ Administering medications
    - ☐ Safe use and storage of medications
    - ☐ Dealing with emergencies
    - ☐ Asthma
    - ☐ Diabetes
    - ☐ Epilepsy
    - ☐ Sharps and needles

## **2.3 Advocates and Independent Visitors**

Advocacy 'is about speaking up for children and young people. Advocacy is about empowering children and young people to make sure that their rights are respected and their views and wishes are heard at all times. Advocacy is about representing the views, wishes, and needs of children and young people to decision-makers and helping them to navigate the system.' (National Standards for the Provision of Children's Advocacy Services (2002))

## **Procedures**

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School personnel must:

- treat children and young people fairly, equally and with respect;
- be aware that children and young people have the rights to express themselves and have their views heard as stated in Article 12 of the UN Convention on the Rights of the Child and the Human Rights Act 1998;
- be aware that the advocacy services, by using their vast experience and knowledge, have an important role to play in the promotion of the rights of individual children and young people;
- be aware that Advocates:
  - ☐ work for children and young people and no one else
  - ☐ value and respect children and young people as individuals
  - ☐ listen to children and young people
  - ☐ support the views, wishes or feelings of children and young people
  - ☐ make the views of children and young people known
  - ☐ help children and young people understand their rights
  - ☐ act in confidence
  - ☐ challenge all types of unlawful discrimination
  - ☐ ensure children and young people understand what is happening to them
  - ☐ exercise choice when decisions about children and young people are being made
  - ☐ help children and young people raise issues and concerns or make informal or formal complaints about things they are not happy with
  - ☐ not pressurise, persuade or take a course of action without the permission of the child or young person
- make children and young people aware of the existence of the advocacy services, allowing them to gain easy access to them, making them aware that advocates are their voice and act exclusively on their behalf;
- work closely with independent visitors (IVs) who are adult volunteers independent of the local authority who befriend, support and advise vulnerable children and young people being looked after by the local authority;
- be aware that IVs will:
  - ☐ have some awareness and understanding of children and young people
  - ☐ be committed to children's rights and needs
  - ☐ be sensitive to the needs and wishes of children and young people
  - ☐ support vulnerable children and young people that they are matched with
  - ☐ be reliable and trust worthy
  - ☐ be good communicators
  - ☐ have a sense of humour
  - ☐ listen attentively and in confidence
  - ☐ be non-judgemental and tolerant
  - ☐ be prepared for a long term commitment of two years minimum
  - ☐ establish a relationship of trust and support
  - ☐ give encouragement
  - ☐ question and challenge people on behalf of the child or young person
  - ☐ make regular visits
  - ☐ provide information and advice

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- ☐ report any concerns regarding the welfare or safety of the child or young person
- ☐ organise appropriate activities and trips
- ☐ take an interest in any hobbies the child or young person may have
- promote the developmental, social, emotional, religious and cultural needs of children and young people who are referred by the local authority to the Independent Visitor Scheme;
- receive awareness training on this policy

## **2.4 Allegations against School Personnel**

School personnel are vulnerable to accusations of abuse because of their daily contact with children. Allegations against school personnel are a stressful, demanding, complex and delicate process for all involved.

All allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation. Once an allegation has been made a full investigation will be undertaken.

### **Procedures**

School personnel will:

- protect themselves against false accusations by treating all children with dignity and respect;
- ensure that they never work alone with a child;
- always maintain a safe and appropriate distance, avoiding physical contact and being cautious when dealing with sensitive moments;
- not suffer unnecessarily when false allegations have been made against them;
- when reporting allegations:
  - ☐ make a dated and timed written record of the disclosure or incident causing concern about a member of the school personnel or a school volunteer;
  - ☐ inform the Designated Safeguarding Lead;
  - ☐ make a dated and timed written record of the disclosure or incident causing concern about the Headteacher;
  - ☐ inform the Chair of Governors who will deal with the allegation;
  - ☐ make a dated and timed written record of the disclosure or incident causing concern about a pupil;
  - ☐ inform the Designated Safeguarding Lead
- be aware that when an allegation has been made against them they may be suspended if:
  - ☐ a child or children are at risk;
  - ☐ the allegation is of a very serious nature;
  - ☐ it will help in the smooth running of the investigation

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- be aware that when an allegation has been made and during the investigation everything possible will be done to maintain confidentiality;
- undertake training in:
  - ☐ Safeguarding and Child Protection
  - ☐ School Personnel Code of Conduct
  - ☐ Disciplinary Procedure

## **2.5 Anti-Bullying**

Bullying takes many forms such as physical, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. All incidents of alleged bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

### **Procedures**

School personnel will:

- protect pupils from bullying as part of their responsibility to provide a safe, secure, caring and friendly school environment;
- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously;
- not tolerate any form of bullying;
- deal with all incidents of bullying promptly and effectively in order to promote the wellbeing of all pupils;
- investigate all reported incidents of bullying;
- report and record all incidents of bullying;
- encourage all pupils to report any incident of bullying to a member of the school personnel;
- ensure that all pupils understand that bullying is wrong;
- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- work closely with external agencies to support pupils who experience bullying;
- build pupils' resilience to bullying;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- help to organise an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- use playtime and lunchtime support systems in order to reduce the risk of bullying such as:
  - ☐ friendship stops
  - ☐ playground buddies

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- ☐ peer mentors
- ☐ safe places for vulnerable groups
- use preventative strategies in the classroom such as circle time and buddy systems;
- undertake the following training:
  - ☐ What is bullying?
  - ☐ How to identify, prevent and manage bullying.
  - ☐ Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
  - ☐ Recognising bullying.
  - ☐ Anti-bullying strategies.
  - ☐ How to deal with a bullying incident.
  - ☐ Counselling the bullied and the bullies.
  - ☐ Anti-bullying week.
  - ☐ Tackling Homophobia
  - ☐ Building pupils resilience to bullying.
  - ☐ Working and co-operating with parents and carers

### 2.6 Anti-Cyber Bullying

Cyber bullying is the use of a mobile phone or the internet to deliberately upset another person. School personnel have a responsibility to ensure that cyber bullying does not take place in this school by ensuring pupils, school personnel and parents understand what it is and how it can be prevented.

Cyber bullying is highly intrusive and the hurt it causes can be very severe as it leaves no physical scars and is not easy to detect by a parent or a teacher.

Cyber bullying can take place anywhere and can target pupils and school personnel. There are many types of cyber bullying such as text messages, picture/video clips, mobile phone calls, emails, chat room bullying, instant messaging and the use of websites to convey threats, intimidation, harassment etc.

### Procedures

School personnel:

- have a duty of care to protect pupils from cyber bullying;
- must be alert to the dangers of cyber bullying;
- will work closely with the ICT coordinator to review how the school network is monitored;
- must report all incidents of cyber bullying;
- will deal with all incidents of cyber bullying quickly and effectively;
- will provide support for those pupils and school personnel who may be victims of cyber bullying;
- must encourage any cyber bully to change their behaviour;
- will ensure that no pupil has unsupervised access to the Internet;

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- must regularly remind pupils of:
  - ☐ the safe use of the IT suite;
  - ☐ the Acceptable Use Policy;
  - ☐ the need to report any incident of cyber bullying to a member of the school personnel;
- will inform pupils of the dangers of cyber bullying through PSHE, collective worship, anti-bullying week activities etc;
- are advised not to give their mobile phone numbers or email addresses to any pupil;
- are advised not to accept as a 'friend' any pupil on to their Face Book page;
- will encourage pupils to report all incidents of cyber bullying to a member of the school personnel;
- will encourage pupils not to bring mobile phones to school unless they have prior permission from the Headteacher;
- will undertake training on the following:
  - ☐ Safeguarding and Child Protection
  - ☐ Anti-bullying
  - ☐ Pupil Behaviour and Discipline
  - ☐ Acceptable Internet Use Agreement
  - ☐ ICT

## 2.7 Anti - Violence, Aggressive and Anti-social Behaviour

School personnel must work in a safe and secure school environment where violence, threatening behaviour or abuse to any member of the school community is not tolerated.

Any form of physical attack, attack against property or possessions, serious verbal abuse and threats or anti-social behaviour as acts of violence or aggression are unlawful. Appropriate action against pupils or parents/carers or others will be taken to ensure all school personnel feel safe at all times and do not work in fear of threats, violence or abuse.

### Procedures

School personnel must:

- take reasonable care of themselves and others whilst at work;
  - work with the Headteacher on the Risk Assessment process by completing a fact finding questionnaire on the likelihood of them being subjected to violence or abuse in any form;
  - prevent violent incidents occurring by avoiding situations that will provoke violent or aggressive behaviour from pupils who are known to have these tendencies;
  - undertake training in:
    - ☐ recognising the signs of potential violent or aggressive situations developing;
    - ☐ school safety and security procedures;
    - ☐ personal safety awareness:
- basic breakaway techniques



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- safe methods of work
- recognising verbal and non-verbal precursors to aggression
- defusing acts of aggression
- calming potential assailants
- confidence building
- dealing with stress after an act aggression

- ☐ identifying and dealing with potentially difficult situations;
- ☐ physical restraint of pupils

- report any incident of violence and aggression;
- ensure that all incidents are reported to the Headteacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

- when confronted with **an incident** school personnel should:

- ☐ stay calm;
- ☐ stand back and listen;
- ☐ concentrate at all times;
- ☐ look for signs that could result in unpredictable behaviour;
- ☐ seek assistance from another member of the school personnel;
- ☐ act in a calm controlled manner;
- ☐ speak in a quiet, slow and friendly voice;
- ☐ not turn their back on the 'aggressor';
- ☐ defuse the situation by listening and suggesting that the conversation takes place at some other time and place;
- ☐ move to a place of safety;
- ☐ only use restrictive physical intervention with a pupil as a last resort;
- ☐ record the incident at its conclusion

- when confronted with an **anti-social telephone conversation** school personnel should:

- ☐ inform the caller that the conversation is being placed on speaker so that the conversation can be witnessed;
- ☐ if the inappropriate conversation continues then inform the caller that the tone of the conversation must improve or it will be terminated;
- ☐ terminate the call if there is no improvement;
- ☐ record the incident at its conclusion

- must undertake **training** in:

- ☐ Health and safety
- ☐ Safeguarding and child protection
- ☐ Risk assessment
- ☐ Personal safety training
- ☐ School security procedures

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- ☐ Dealing with intruders
- ☐ Lone workers
- ☐ Positive handling (restraint of pupils)
- ☐ Accidents and emergencies
- ☐ Medical and first aid

### 2.8 Child Sexual Exploitation

Child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status. It can occur through the use of technology without the child's immediate recognition for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

#### Procedures

School personnel must:

- recognise that child protection is their main responsibility;
- treat children's welfare with the utmost importance and sensitivity;
- develop pupils self-confidence and self-esteem;
- attend training that deals with:
  - ☐ The risk factors, signs and indicators of child sex exploitation;
  - ☐ Safeguarding and Child Protection
  - ☐ Pupil Behaviour and Discipline
  - ☐ Anti-Bullying
  - ☐ Sex and Relationships
  - ☐ E-safety
  - ☐ Social and Emotional Aspects of Learning (SEAL)
  - ☐ Medical and First Aid
  - ☐ Equal opportunities
  - ☐ Inclusion
- teach Social and Emotional Aspects of Learning (SEAL) that will deal with:
  - ☐ the importance of healthy relationships and friendships
  - ☐ appropriate touch
  - ☐ keeping safe
  - ☐ recognising and assessing risk
  - ☐ knowing how and where to get help when needed
- teach pupils about the risk of online sexual exploitation;
- teach pupils the importance of e-safety and to know about:
  - ☐ the online risks they may face
  - ☐ how to recognise and deal with unsafe online contact

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☐ how to report any concerns they may have to members of the school personnel

- teach pupils about all other aspects of anti-bullying;
- be aware of the background of the children in their care;
- receive basic level 1 training at least once every three years;
- be aware of the name of the Designated Safeguarding Lead;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- report any concerns that they have about girls at risk of FGM;
- report any concerns that they have about pupils who may be vulnerable to radicalisation;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference.

## **2.9 Child Gone Missing On or Off Site**

School security systems are in place to prevent pupils going missing from the school site or when they are attending an educational visit. The welfare of all of our pupils is our principal responsibility with all school personnel ensuring the safety of pupils at all times as all children have the right to be safe in our society.

### **Procedures**

School personnel will:

- undertake appropriate training in school security procedures;
- at all times be aware of the following:
  - ☐ entrances and exits are secure
  - ☐ windows are secure
  - ☐ challenging and dealing with unauthorized people on the school site
  - ☐ alarms are switched on
  - ☐ outside lighting is switched on
  - ☐ security of valuables and personal possessions
  - ☐ visitors and contractors

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- ☐ wearing identification badges
- ☐ carrying personal alarms
- monitor the effectiveness of school security procedures;
- report any concerns about school security procedures;
- inform and remind pupils of security procedures such as the reporting of unidentified school visitors;
- remind pupils that should not leave the school premises or to wander off while on an educational visit;
- remind parents of school security procedures and the procedures for dealing with a missing child;
- remind parents if they have provided correct and updated contact details;
- be aware of school security procedures especially at the beginning and end of the school day;
- in the event of a child has gone missing from the school site:
  - ☐ Inform the Headteacher/Senior Leadership Team/School Office
  - ☐ Search the premises
  - ☐ Check the CCTV footage
  - ☐ If the child is still not found then contact the police giving full details of the child
  - ☐ Search the immediate area surrounding the school
  - ☐ Contact the child's parents
  - ☐ When the child is found review security procedures
- in the event of a child has gone missing when attending an educational visit off-site:
  - ☐ Inform the party leader
  - ☐ Search the area
  - ☐ Inform the police
  - ☐ Notify the school
  - ☐ When the child is found review security procedures
- receive training on induction which specifically covers:
  - ☐ Safeguarding and Child Protection
  - ☐ School Security
  - ☐ Health and Safety
  - ☐ Pupil Behaviour and Discipline
  - ☐ Attendance and Truancy
  - ☐ Supervision of Pupils
  - ☐ Pastoral Care
  - ☐ Troubled and Vulnerable Children
  - ☐ Risk Assessment
  - ☐ Dealing with Critical Incidents
  - ☐ Equal opportunities
  - ☐ Inclusion

## 2.10 Child Missing Education

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Children that are particularly at risk of missing education are pupils at risk of harm/neglect, children of Gypsy, Roma and Traveller families, families of Armed Forces personnel, missing children/runaways, children and young people supervised by the Youth Justice System and children who cease to attend a school.

### **Procedures**

School personnel will:

- be aware that all children are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have;
- safeguard and promote the welfare of all children and individuals;
- set an example of punctuality and good attendance;
- ensure that registers are taken at the appropriate times and are accurate and up to date;
- be responsible for identifying trends in attendance and punctuality by monitoring class and individual attendance patterns;
- inform the school office of any concerns about attendance or suspected truancy;
- emphasise the importance of punctuality and good attendance with pupils and parents;
- discuss individual pupil attendance at parent-teacher consultations.
- identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views;
- be vigilant against all forms of radicalisation and extremism;
- receive training which specifically covers:
  - ☐ Attendance and Truancy
  - ☐ Exclusion
  - ☐ Prevent Duty

### **2.11 Dealing with Sexual Harassment and Sexual Violence**

Sexual violence and sexual harassment can occur between two children of any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children. Girls, pupils who identify as LGBT, or are perceived by their peers to be LGBT and pupils with SEND are most likely to be at risk from sexual violence or sexual harassment.

Sexual violence refers to criminal acts such as rape, assault by penetration and sexual assault, as defined by the Sexual Offences Act 2003. While sexual harassment is described as 'unwanted conduct of a sexual nature that can occur online and offline' and can take the form of sexual comments, sexual jokes or taunting, physical behaviour and online sexual harassment.

Sexual harassment is not acceptable and should not be tolerated. All incidents of sexual violence and sexual harassment must be dealt with and all victims must be taken seriously with the appropriate support provided.

### **Procedures**

School personnel must:

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- undertake training in order to:
  - ☐ be aware of the different types of abuse and neglect;
  - ☐ know what to do if they have a concern about a child;
  - ☐ to know how to handle a disclosure;
  - ☐ to know how to offer support to children; and
  - ☐ know where to go to if they need support
- if a pupil makes a disclosure:
  - ☐ listen to the pupil;
  - ☐ remain calm;
  - ☐ offer reassurance;
  - ☐ not ask the pupil to remove or adjust clothing if bruises are observed;
  - ☐ not ask leading questions;
  - ☐ let the pupil speak freely;
  - ☐ accept what has been told them without challenge;
  - ☐ not offer opinion or criticize or lay blame;
  - ☐ reassure the pupil at the end of the disclosure telling them that they have done the right thing;
  - ☐ not promise confidentiality but inform them that other people need to be told;
  - ☐ record accurately and factually what the child has said in note form;
  - ☐ record observed injuries or bruises on a map of the body;
  - ☐ submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer (LADO);
- if they suspect that a child may be a victim of abuse then they must:
  - ☐ record accurately and factually what they have seen in note form;
  - ☐ submit a completed critical incident sheet to the designated person;
- be aware that the Designated Safeguarding Lead will then:
  - ☐ further investigate and keep records of this investigation;
  - ☐ decide whether to take this referral further or to monitor the situation;
  - ☐ inform the person making the initial referral of his/her decision;
  - ☐ prepare in readiness for a case conference/core group meeting the following information on the child:
    - attendance and punctuality data
    - academic achievement
    - child's behaviour and attitude
    - relationships and social skills
    - appearance and presentation
    - any known incidents in or outside school
    - school contact with parents/carers
- if a parent makes a disclosure to school then the Designated Safeguarding Lead:

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- ☐ should meet with the parent taking down all details;
  - ☐ will assure the parent that the school will take the matter seriously;
  - ☐ that he/she will have to take advice from the Local Authority Designated Officer (LADO) about the disclosure;
  - ☐ will get back to the parent when a decision has been taken and how to proceed
- record any concern or incident in the following way:
    - ☐ Date
    - ☐ Time
    - ☐ Place
    - ☐ Nature of the concern
    - ☐ All facts
    - ☐ Observed injuries and bruises
    - ☐ Note the actual words of the child
    - ☐ Sign the notes and hand to the DSL
- receive training on induction which specifically covers:
    - ☐ School Personnel Code of Conduct
    - ☐ Keeping Children Safe
    - ☐ Working Together to Safeguard Children
    - ☐ Sexual Violence and Sexual Harassment
    - ☐ Listening to Pupils
    - ☐ The Safe Use of the Internet and Social Media

## **2.12 Drugs Education and Managing Drug Related Incidents**

This school is free from the misuse of illegal drugs such as cannabis, ecstasy, heroin, cocaine, LSD and free from the misuse of legal drugs such as alcohol, tobacco, solvents, over the counter drugs and prescribed drugs.

Legal drugs are allowed for use in school when they are medicines prescribed by a pupil's doctor.

The misuse of drugs on school premises by pupils, school personnel, by invited or uninvited visitors to school is not allowed. Appropriate disciplinary action will be taken if necessary.

### **Procedures**

School personnel must:

- be aware that the Governing Body has:
  - ☐ appointed a member of staff to be responsible for drugs education and all drug related issues and incidents;
  - ☐ delegated to the Headteacher the duty of imposing sanctions when dealing with a drug related incident;
- undertake drugs awareness training and training in dealing with incidents and disclosures by pupils;
- be responsible for delivering drug education programmes via PSHE;

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- be aware of the Confidentiality Policy and the Child Protection Policy;
- report all incidents of drugs misuse or suspected misuse to the Headteacher or to the coordinator;
- be aware that all disclosures will be dealt with in a sensitive manner;
- be aware that each drug incident is treated individually and an appropriate course of action is decided with regard to:
  - ☐ the circumstances of the case;
  - ☐ the interests of the pupil
- be aware that any pupil suspected of being under the influence of drugs or alcohol will be dealt with as a medical emergency;
- be aware that the Headteacher will contact the parents/carers and will consider:
  - ☐ exclusion of the pupil;
  - ☐ counselling and support for the pupil;
  - ☐ referral to social services;
  - ☐ referral to drugs misuse support agency
  - ☐ referral to the police
- be aware that drugs found on the school premises will be handed to the police;
- be aware that alcohol or tobacco confiscated from pupils will be collected by parents/carers;
- be aware that any syringes found in the school grounds will be removed and disposed of in the correct manner;
- attend the following training:
  - ☐ drugs awareness programme
  - ☐ investigating drug related incidents
  - ☐ how to search pupils for carrying suspected drugs
  - ☐ confiscating controlled drugs
  - ☐ dealing with needles and sharps
  - ☐ dealing with and informing parents

## **2.13 Eating Disorders**

An eating disorder such as anorexia nervosa or bulimia nervosa is when someone eats in such a way that puts their physical or mental health at risk. School personnel have an important role to play in identifying pupils with eating disorders and in supporting those who are suffering from or recovering from an eating disorder as we realise an eating disorder is not about issues with food but is a mechanism for coping with emotional distress.

Eating disorders are more common in girls than boys and can affect anyone regardless of their age, sex or cultural background. People are at risk of developing an eating disorder if they are stressed, unhappy or lacking in confidence which may be the result of stress from exams or problems at home or at school.

## **Procedures**



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School personnel must:

- recognise that child protection is their main responsibility;
- treat children's welfare with the utmost importance and sensitivity;
- teach pupils about nutrition and healthy lifestyles at all stages of their education;
- develop pupils self-confidence and self-esteem;
- be aware of the background of the children in their care;
- receive basic level 1 training at least once every three years;
- be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of harm and abuse;
- be trained in the warning signs of eating disorders such as:

Physical	Behavioural	Psychological
<ul style="list-style-type: none"><li>▪ Loss of weight</li><li>▪ Tiredness, fainting or dizziness</li><li>▪ Feeling cold</li><li>▪ Skin and hair conditions</li><li>▪ Swollen cheeks</li><li>▪ Callused knuckles</li><li>▪ Frequent tension headaches</li><li>▪ Sore throats</li><li>▪ Mouth ulcers</li><li>▪ Tooth decay</li></ul>	<ul style="list-style-type: none"><li>▪ Missing meals</li><li>▪ Restricted eating</li><li>▪ Unusual behaviour regarding food</li><li>▪ Avoids eating in public</li><li>▪ Eats low calorie foods</li><li>▪ Increased water intake</li><li>▪ Visits the bathroom after a meal</li><li>▪ Wears excessive layers of clothing</li></ul>	<ul style="list-style-type: none"><li>▪ Moodiness</li><li>▪ Anxiety and depression</li><li>▪ Self dislike and low self-esteem</li><li>▪ Preoccupation with food</li><li>▪ Denial of being hungry</li><li>▪ Fear of gaining weight</li><li>▪ Feeling guilty after eating</li><li>▪ Excessive feeling of perfectionism</li></ul>

- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- attend the following training:
  - ☐ Safeguarding and Child Protection
  - ☐ Pupil Behaviour and Discipline

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- ☐ Anti-Bullying
- ☐ Mental Health
- ☐ Stress Management
- ☐ Equal opportunities
- ☐ Inclusion

### 2.14 Educational Visits

School personnel are encouraged to organise educational visits as they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

An educational visit could be a short term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

The Governing Body has appointed a member of staff to be the Coordinator for Educational Visits (EVC).

### Procedures

School personnel:

- will be aware of the role of the EVC who will:
  - ☐ be competent, experienced and qualified to undertake the role;
  - ☐ undertake appropriate training in:
    - organising and supervising educational visits
    - risk assessment
    - emergency procedures
    - medical and first aid
    - pupil behaviour and discipline
    - supporting pupils with additional learning needs
    - outdoor activities
    - water safety
    - dealing with the media
  - ☐ ensure that all documentation is in place before the Visit Plan can be authorised by the Headteacher and Governing Body;
  - ☐ review the planning, documentation and competence of the Party Leader before recommending the authorisation of any educational visit;
  - ☐ undertake training organised by the local authority;
  - ☐ train all Party Leaders and volunteer helpers
- who are School Party Leaders must complete the following Visit Plan before any visit is authorised:

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- ☐ a Risk Assessment(s) based on a pre-visit
  - ☐ the nature, purpose and length of the visit
  - ☐ accommodation details
  - ☐ the year group and pupil numbers
  - ☐ pupil names
  - ☐ contact details
  - ☐ emergency contact details
  - ☐ parent consent forms
  - ☐ medical records
  - ☐ the number of adults;
  - ☐ Disclosure and Barring Service checks of parent helpers
  - ☐ adult pupil ratio
  - ☐ insurance
  - ☐ costings of the visit
  - ☐ coach firm and contact details
  - ☐ travel arrangements
  - ☐ itinerary of visit
  - ☐ medical and first aid
  - ☐ school mobile phone
  - ☐ emergency procedures
- undertake the following additional training
- ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Health and Safety - Responsibilities
  - ☐ Risk Assessment
  - ☐ Medical and First Aid
  - ☐ Accidents and Emergencies
  - ☐ Reporting of Injuries, Diseases and Dangerous Occurrences
  - ☐ Charges, Voluntary Contributions and Remissions
  - ☐ School Minibus

## **2.15 Educational Visits and Terrorist Incidents**

Schools should not be deterred by the current national (or global) threat of terrorist attacks. Educational visits should carry on as they offer an invaluable opportunity to enrich young peoples' learning, raise their self esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.

Schools must have in place pre-visit risk assessments and school personnel trained in safeguarding procedures in order to ensure pupils' safety and to cover all eventualities such as high-profile terrorist threats when visiting such places as London. School personnel must also be trained in dealing with pupils' concerns about heightened security procedures such as armed police/soldiers on the streets

### **Procedures**

School personnel must:

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- when planning any educational consider the following in a risk assessment:
  - ☐ the current national risk level of a terrorist attack
  - ☐ the destination
  - ☐ the venue
  - ☐ transport hubs at the venue
  - ☐ a thorough knowledge of the venue's emergency procedures
  - ☐ in the case of a terrorist incident:
    - a list of possible safe areas or venues which could be used as emergency protection;
    - direct emergency transport routes away from the incident;
    - alternative emergency transport routes away from the incident;
    - a list of possible venues that could be used as an enforced overnight stay;
    - emergency provisions such as water and snacks in place in the event of delays
- be trained in the following emergency procedures:
  - ☐ The principles of staying safe:
    - **Run**
      - Escape if you can
      - Consider the safest options
      - Is there a safe route? Run if not Hide
      - Can you get there without exposing yourself to greater danger?
      - Insist others leave with you
      - Leave belongings behind
    - **Hide**
      - If you cannot RUN, HIDE
      - Find cover from gunfire
      - If you can see the attacker, they may be able to see you
      - Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
        - Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
        - Be aware of your exits
        - Try not to get trapped
        - Be quiet, silence your phone and turn off vibrate
        - Lock / barricade yourself in
        - Move away from the door
    - **Tell**
      - Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker
      - Location - Where are the suspects?
      - Direction - Where did you last see the suspects?
      - Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.

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- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

(Recognising the terrorist threat (Gov.Uk))

- ☐ How to be vigilant at all times.
- ☐ A thorough knowledge of the venue especially a thorough awareness of the escape exits.
- ☐ Planning assembly points after the emergency evacuation of a venue.
- ☐ Trying to avoid crowds and queuing at venues.
- ☐ Staying in touch - lines of communication within the group and with school.
- ☐ First aid and emergency medication.

## **2.16 E-Safety**

As part of their learning experience across all curricular areas pupils have a right to quality Internet access. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

Used correctly Internet access will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems

The increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. Pupils need to know how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

All pupils and other members of the school community have an entitlement to safe Internet access at all times.

## **Procedures**

School personnel will:

- be aware that the Governing Body has appointed a member of staff to be responsible for e-Safety;  
be aware that the Headteacher works closely with the Governing Body and the coordinator to create a safe ICT learning environment by having in place:
  - ☐ an effective range of technological tools
  - ☐ clear roles and responsibilities
  - ☐ safe procedures
  - ☐ a comprehensive policy for pupils, staff and parents

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- accept the terms of the 'Responsible Internet Use' statement before using any Internet resource in school;
- be responsible for promoting and supporting safe behaviours with pupils;
- promote e-Safety procedures such as showing pupils how to deal with inappropriate material;
- report any unsuitable website or material to the e-Safety Coordinator;
- ensure that the use of Internet derived materials complies with copyright law;
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities;
- be aware of the role of the coordinator who will:
  - ☐ be responsible for the day to day e-Safety issues;
  - ☐ undertake an annual e-safety audit in order to establish compliance with LA guidance;
  - ☐ ensure that all Internet users are kept up to date with new guidance and procedures;
  - ☐ have editorial responsibility of the school Web site and will ensure that content is accurate and appropriate;
  - ☐ ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable;
  - ☐ undertake risk assessments in order to reduce Internet misuse;
  - ☐ maintain a log of all e-Safety incidents;
  - ☐ report all e-Safety incidents to the Headteacher;
  - ☐ ensure e-Safety is embedded in all aspects of the curriculum and other school activities.
- undertake the following training:
  - ☐ Safeguarding and Child Protection
  - ☐ Anti - Cyber bullying
  - ☐ Acceptable Internet Use Agreement
  - ☐ ICT
  - ☐ Pupil Behaviour and Discipline
  - ☐ Anti-bullying
  - ☐ School Website
  - ☐ Mobile Phone Safety and Acceptable Use
  - ☐ Photographic and Video Images
  - ☐ Internet Social Networking Websites

## **2.17 Hygiene**

It is essential to have in place procedures to prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle.

### **Procedures**

School personnel will:

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- be aware that the Governing Body has appointed a member of staff to be responsible for Health and Safety;
- be aware that the coordinator will lead the development of a healthy lifestyle and a high standard of hygiene throughout the school by promoting good practice;
- be aware that the Headteacher will work closely with the Health and Safety coordinator to prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle
- encourage pupils to understand:
  - ☐ the ways of preventing the spread of infection;
  - ☐ the importance of personal hygiene;
  - ☐ good hygiene practice
- report any concerns they have about the cleanliness of any child;
- receive training which specifically covers:
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Medical and First Aid
  - ☐ Sharps and Needles
  - ☐ Head Lice
  - ☐ Disposal of Nappies and Personal Protective Equipment
  - ☐ New and Expectant Mothers at Work
  - ☐ Food Safety

## **2.18 Intimate Care**

Intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid, medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

The Governing Body has appointed school personnel suitably trained in intimate care procedures for children.

### **Procedures**

School personnel with responsibilities for intimate care will:

- receive training in Child Protection, First Aid, intimate care procedures, and Health and Safety training in moving and handling;
- be professional in their duties at all times;
- be respectful of a child's needs;
- preserve a child's dignity and respect with a high level of privacy, choice and control appropriate to the child's age and situation;
- be aware of a child's method and level of communication;
- make sure practice in intimate care is consistent;
- be aware of their own limitations;
- promote positive self-esteem and body image;

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- report any concerns they have about a child;
- report any concerns they have about a colleague's intimate care practice;
- be aware of the danger of allegations being made against them;
- take precautions to avoid risk;
- be aware of all individual intimate care plans;
- discuss intimate care arrangements with parents/carers regularly;
- record all arrangements of individual personal care plans;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- undertake the following training:
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Pastoral Care
  - ☐ Hygiene
  - ☐ Disposal of Nappies and Personal Protection Equipment
  - ☐ Inclusion
  - ☐ SEN

## **2.19 Intruders**

All members of the school community are vulnerable to assault from intruders while in the school building or school grounds. A person or a group of people found on the school premises who have not followed correct visitor procedures can best be described as intruders. In such a situation school personnel are advised to assess whether the intruder is or is not a security risk before challenging the individual/s to establish their identity and the purpose of their 'visit'.

School personnel must be aware that intruders might be visitors with legitimate school business or they may be individuals who may pose a security risk.

School personnel have a duty to assist in the personal safety of the whole school community by dealing with all suspicious persons who appear on the school premises or grounds in a calm non-confrontational manner.

## **Procedures**

School personnel must:

- be aware of their responsibilities to ensure a safe learning environment;
- be aware of school security procedures such as how to protect pupils from harm, guard against assault, and safeguard property;
- attend training in all of the above;
- make children aware of school security procedures especially what they need to do when an intruder is identified on the school premises;
- report any identified school intruders;



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- report any identified breaches in school security;
- undertake the following when dealing with an unidentified person on the school premises or in the school grounds:
  - ☐ be polite, calm and non-confrontational;
  - ☐ ask the nature of their business;
  - ☐ escort or direct the person to the school office if the nature of their business is legitimate school business;
  - ☐ ensure the visitor signs the visitors book and is given to wear the appropriate visitor identification badge;
  - ☐ establish how the visitor breached school security;
  - ☐ ask the intruder to leave if the reason is not legitimate;
  - ☐ act calmly and non-confrontational if the intruder appears to pose a threat by acting in an agitated, irrational manner and refuses to leave the school premises;
  - ☐ seek support from other school personnel who should call the police if the intruder refuses to co-operate;
  - ☐ remain calm and display non aggressive body language while remembering that the safety of the children is paramount;
  - ☐ not use force to evict or restrain the intruder;
  - ☐ try to direct the intruder away from areas occupied by children;
  - ☐ back away from the intruder if the intruder displays a weapon;
  - ☐ reassure the intruder that the weapon is not necessary and it should be put away;
  - ☐ not try to disarm the intruder;
  - ☐ ensure that enough information is acquired in order to give a detailed description of the intruder to the police that's if the intruder leaves prior to the police arriving
- undertake the following training:
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ School Security
  - ☐ Dealing with Critical Incidents
  - ☐ Anti - Violence, Aggressive and Anti-social Behaviour

## **2.20 Knife Crime**

Knife crime is an increasing safeguarding risk to children both at school and in their local communities. Schools alone cannot solve knife crime but they do have a role to play in helping to prevent knife crime becoming part of children's lives.

Knife crime is a term commonly used to refer to street based knife assaults and knife carrying.

Knife crime has a huge impact on children and the communities in which they live, and not just in London but nationally. Knife crime is a societal problem and no single agency, including schools, can solve knife crime on its own.

Schools have a role to play in stopping knife crime becoming part of children's lives

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by identifying, supporting, helping and protecting children on the school site and to teach them about the dangers of knives and related dangers. But in order to overcome this problem and to protect children all support agencies, parents/carers and social media need to work together.

The most dangerous time for children from knife crime is when they leave the schools premises.

### **Procedures**

School personnel must:

- help to identify, support, help and protect children on the school site from knife crime;
- ensure children are taught about the dangers of knives and related dangers from an early age;
- be aware that:
  - ☐ they can choose whether they want to be authorised to conduct a search, or not;
  - ☐ they cannot be made to conduct a search;
  - ☐ in order to conduct a search without consent, a member of staff must be authorised to do so;
  - ☐ the Headteacher and authorised school personnel have a specific statutory power to search pupils without consent for specific items and must act within the limits of this specific power
- receive training on induction which specifically covers:
  - ☐ Searching techniques and procedures
  - ☐ Pupil behaviour and discipline
  - ☐ School Rules
  - ☐ Pastoral Care
  - ☐ Curriculum

### **2.21 Looked After Children**

Children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. This is because of either family breakdown, abuse, neglect or social need.

Looked After Children (LAC) will either be living in foster homes, children's residential homes, living with a relative or with their natural parent(s).

This school is committed to providing quality education for all our pupils including LAC. It is nationally recognised that LAC significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty 'to safeguard LAC, to promote their educational achievements and to ensure they are able to achieve and reach their full potential'. (Children Act 2004)

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The Governing Body has appointed a member of staff to be responsible for Looked After Children who will promote the educational achievements of LAC by ensuring they are able to achieve and reach their full potential.

### Procedures

All teaching and support staff will:

- liaise with the Designated Teacher to enable LAC to achieve stability, success and to overcome any problems they may experience;
- be aware of the role Designated LAC Teacher who will ensure that:
  - ☐ all LAC and their carers receive a positive and smooth induction into the school;
  - ☐ an appropriate Personal Education Plan is completed within 20 days of LAC joining the school or entering care;
  - ☐ each LAC has an identified fully trained member of staff, other than the Designated Teacher, that they can talk to;
  - ☐ strong and positive home/school relationships are in place;
  - ☐ LAC are included in all areas of school life;
  - ☐ LAC are not bullied in any form by actively monitoring and preventing bullying by raising awareness through the school's anti-bullying policy;
  - ☐ all staff and governors are kept up to date on all issues relevant to LAC and receive the necessary training;
  - ☐ all LAC receive the necessary support within the school;
  - ☐ strong links are in place with all agencies dealing with LAC;
  - ☐ urgent multi agency meetings will be convened if a LAC is experiencing difficulties or at risk of exclusion;
  - ☐ LAC have full access to the National Curriculum;
  - ☐ out of hours learning and extra-curricular activities are promoted for LAC;
  - ☐ procedures are in place to provide confidentiality for all LAC;
  - ☐ academic progress, attendance and behaviour is tracked with appropriate support given;
  - ☐ all information is transferred quickly and efficiently when LAC move to another school or phase;
  - ☐ the nominated Governor is kept up to date;
  - ☐ the Governing Body receives an annual report on LAC.
- on request provide relevant information for Personal Education Plans and review meetings;
- encourage LAC to achieve their full educational and personal potential which will be celebrated at weekly achievement assemblies and the Annual Presentation of Awards;
- constantly endeavour to promote self-esteem;
- prevent bullying in line with the school's anti-bullying policy;
- accept a request to be a LAC's named person to whom they can speak with when they feel it necessary;
- maintain LAC's confidentiality;
- ensure LAC are supported sensitively;
- attend the following training:

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- ☐ All aspects of the LAC policy
- ☐ LAC Guidance
- ☐ Special Educational Needs
- ☐ Inclusion

### 2.22 Manual Handling

Manual handling is the movement of a load (inanimate objects as well as pupils) by means of bodily force which includes lifting, supporting, carrying, putting down, pushing and pulling.

In order to reduce the risk of manual handling injuries to school personnel risk assessments have been undertaken, a variety of lifting aids are in place and the workplace environment has been ergonomically designed.

The Governing Body has appointed a member of staff to be responsible for Health and Safety.

#### Procedures

School personnel:

- are responsible for the health and safety of themselves and the health and safety of others with whom they work;
- must follow the guidance and procedures provided on Manual Handling;
- must undertake manual handling training;
- must report all accidents or incidents;
- must report if the manual handling assessment requires revision;
- must report any injury or health problem that affects their ability to carry out the procedures;
- will not wear clothing or jewelry that may affect the manual handling procedures;
- attend the following training:
  - ☐ All aspects of the Manual Handling policy
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety

### 2.23 Medical and First Aid

First aid provision must be up to date and available at all times in school and for all off-site educational visits and sporting events. Pupils and school personnel with specific health needs and disabilities will be given specific consideration.

The Governing Body has nominated a member of staff to take charge of first aid arrangements.

#### Procedures

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All school personnel must:

- be aware of first aid arrangements;
  - be suitably trained in identifying pupils with expected medical problems;
  - report any concerns they have on the medical welfare of any pupil;
  - report and record all accidents and first aid treatment administered;
  - be aware of the role of the nominated person who will:
    - ☐ ensure all school personnel are trained in first aid arrangements and hold a valid certificate of competence that is valid for three years;
    - ☐ ensure all school personnel receive refresher training every three years;
    - ☐ organise and maintain the medical room;
    - ☐ ensure that there are adequate stocks of first aid equipment;
    - ☐ position and maintain first aid containers at appropriate locations around the school;
    - ☐ conduct with the Health and Safety coordinator annual risk assessments;
    - ☐ ensure all accidents and injuries are recorded and reported;
    - ☐ ensure that pupils and school personnel with specific health needs and disabilities are given specific consideration;
    - ☐ ensure the appropriate medical resources (asthma inhalers, insulin, epipens) are available for those pupils with specific health needs at all times;
    - ☐ ensure school personnel are aware of the specific health needs and disabilities
    - ☐ determine the level of provision:
      - at break times and lunch times
      - when school personnel are absent
      - for all educational visits and sporting activities
      - for curriculum activities
- ☐ ensure first aid kits are taken on educational visits or off-site sporting activities;
  - ☐ ensure there is a designated medical room that is kept well stocked and free from clutter;
  - ☐ ensure school personnel follow basic hygiene procedures and have access to disposable gloves and hand washing facilities;
  - ☐ inform parents of any accident especially head injuries and of any first aid administered;
  - ☐ ensure first aid notices are displayed in the appropriate places;
  - ☐ ensure first aid information is provided in the staff handbook;
  - ☐ provide guidance and support to all school personnel;
  - ☐ keep up to date with new developments and resources;
  - ☐ review and monitor
- attend the following training:
  - ☐ Safeguarding and Child Protection
  - ☐ Basic first aid
  - ☐ Medical care
  - ☐ Dealing with emergencies
  - ☐ Administering Medicines
  - ☐ Hygiene

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- Identifying medical problems in pupils

### 2.24 Mobile Phone Safety and Acceptable Use

Personal communication through mobile technologies is an accepted part of everyday life and we acknowledge that we have a duty to ensure that mobile phones are used responsibly at this school.

During the school day school personnel are restricted to using their mobile phones to break times and lunchtimes with their mobile phones being switched off during lesson times. It is the responsibility of all school personnel to keep their mobile phones securely stored.

Pupils should not bring their mobile phones into school without permission from the Headteacher as we feel that mobile phones can cause disruption in lessons, the possibility of theft, loss or damage and also the possibility of child protection issues. If in the case of an emergency permission has been given then the phone must be handed into the school office on the arrival of the child to school. Parents will be contacted immediately if a child breaks this rule and will be asked to collect the mobile phone from the school office.

Parents and all school visitors have a responsibility not to use their mobile phones on school premises for the making or the receiving of phone calls and especially for the taking of photographs.

### Procedures

School personnel will:

- comply with all aspects of this policy;
- not use their mobile phones during the school day except at break times and lunchtimes;
- inform family members that in the case of an emergency that they can be contacted through the school day via the school office;
- be allowed only to use their mobile phones throughout the school day in the case of a personal emergency;
- switch off their mobile phones during lesson times;
- keep their mobile phones securely stored;
- not send or receive texts in classrooms;
- not use their camera phones at any time;
- not use their camera phone to photograph a pupil;
- not send or receive inappropriate texts or images;
- not allow a parent or a pupil to photograph them on a mobile phone;
- not give out their mobile telephone number to parents or pupils;
- use the school telephone to contact a parent and not use their mobile phone;
- not store parents or pupils telephone numbers on their mobile phones;
- be issued with the school mobile phone when attending an off-site educational visit;
- not use the school mobile phone for private use;
- give mobile phone safety advice as part of the school's 'Keeping Safe' awareness training to all pupils;
- attend the following training:

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- ☐ Risk assessment of the use of the school mobile phone when on an educational visit at home or abroad
- ☐ Anti-cyber bullying
- ☐ Acceptable Use
- ☐ Internet Social Networking Websites

### 2.24 Parent and Community Use of Social Media

Social media has become part of everyday life and can be accessed through a computer or mobile phone and allows people to stay in touch with each other. Social media offers many benefits for teaching and learning and also opportunities to engage, communicate and collaborate positively with pupils, parents and the wider community.

All members of the school community are reminded that when using social media that they do not make derogatory comments about the school or anyone connected with it.

Parents and others are encouraged to speak directly to the Headteacher if they wish to make a complaint rather than using social media to make allegations against any aspect of the school, school personnel, pupils or anyone associated with the school.

The school supports all school personnel and will ensure that any abusive comments made about them on social media by pupils or parents/carers that are brought to the attention of the Governing Body will be taken very seriously and will be reported to the appropriate authorities.

The Governing Body has appointed a member of staff to be responsible for e-Safety.

### Procedures

School personnel will:

- undertake appropriate training;
- report to the Headteacher any online allegations made about them;
- receive reassuring support from the Headteacher and the Senior Leadership Team when online allegations and comments are made about them;
- before using any Internet resource in school must accept the terms of the 'Responsible Internet Use' statement;
- promote e-Safety procedures such as showing pupils how to deal with inappropriate material;
- report any unsuitable website or material to the e-Safety Coordinator;
- will ensure that the use of Internet derived materials complies with copyright law;
- ensure e-Safety is embedded in all aspects of the curriculum and other school activities;
- be aware of all other linked policies;
- report any concerns they have on any aspect of the school community;
- attend the following training:
  - ☐ All aspects of the Parent and Community Use of Social Media policy
  - ☐ Internet Social Networking

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- ☐ E-safety
- ☐ Complaints
- ☐ Home School Agreement
- ☐ Communications
- ☐ Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils

### 2.25 Photographic and Video Images

Parents/carers must give their permission when we want to use images of their children in the school prospectus, on the school website, be used on a webcam for internal school use only, appear in printed educational publications, or appear on a professional video that will later be sold to raise money for the school.

Parents/carers will be informed when the school has given permission for an official press photographer to take photographs during a school event which will then appear in the local press or in some other publication.

There is no law stopping parents from taking photographs of their children at school events as photographs taken purely for personal use are exempt from the Data Protection Act 1998.

Photographs taken in school or off-site by school personnel of pupils working or taking part in school events will only be taken by using a school camera.

Under no circumstance will a member of the school personnel use their mobile phone to photograph pupils or to send the images to parents.

The Governing Body has a duty to prevent the unauthorised taking and publication of images of school personnel.

### Procedures

School personnel will:

- only use school cameras to take photographs of school events;
- not photograph pupils using their mobile phone;
- not send photographic images of children to parents;
- prevent the publication of their photographic image if they have not given permission to do so;
- protect the rights of pupils;
- not be take photographs of children when they are changing for any school event;
- attend the following training:
  - ☐ All aspects of the Photographic and Video Images policy
  - ☐ Safeguarding and Child Protection
  - ☐ Visitors and Contractors
  - ☐ School Security

### 2.26 Positive Handling (Restraint of Pupils)



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Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to commit an offence; cause personal injury to, or damage to the property of, any person (including the pupil himself); or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. (Department for Education – Use of reasonable force)

Unpaid school volunteers or parents accompanying pupils on an educational visit who have been put in temporary charge of pupils by the Headteacher may use reasonable force if need be. Under any circumstance the use of force as a form of punishment is not allowed.

### Procedures

School personnel will:

- take part in the following training;
  - ☐ Positive handling techniques;
  - ☐ All aspects of the Positive Handling policy
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Supervision of Pupils
  - ☐ Pupil Behaviour and Discipline
  - ☐ Equal opportunities
  - ☐ Inclusion
- use reasonable force to restrain a pupil only in extreme circumstances;
- not be automatically suspended if they are accused of using excessive force;
- be supported if they use excessive force;
- be aware of their responsibility in assessing risks in particular circumstances;
- make judgements when the use of force is necessary and how much force is to be used;
- report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form

### 2.27 Prevent Duty - Dealing with Extremism and Radicalisation

All school personnel have a duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

### Procedures

School personnel will:

- safeguard and promote the welfare of all children and individuals;
- attend 'Workshop to Raise Awareness of Prevent (WRAP) training;
- be aware of the risks to children of online activity from terrorist and extremist groups;

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- ensure children are safe from terrorist and extremist material when accessing the school's internet;
- teach PSHE and Citizenship;
- identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people';
- ensure British values are promoted and embedded in the school;
- ensure pupils are taught about staying safe;
- ensure that pupils are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the Designated Safeguarding Lead or to the appropriate outside agencies;
- be asked to report any of the following. Pupils:
  - ☐ having extremist political or religious views;
  - ☐ disclosing that they have been exposed to:
    - extremist views and materials
    - online extremist material
    - extremist social networking sites
  - ☐ being approached by known extremists in the local community;
  - ☐ voicing extremist views and opinions;
  - ☐ voicing anti-British values;
  - ☐ voicing anti-Western views;
  - ☐ in possession of extremist materials;
  - ☐ changing their style of dress or appearance;
  - ☐ behaving differently in school and at home;
  - ☐ attempting to impose extremist views on others;
  - ☐ committing prejudice-related attacks against others
- attend the following training:
  - ☐ All aspects of the 'Prevent Duty - Dealing with Extremism and Radicalisation' policy
  - ☐ Safeguarding and Child Protection
  - ☐ Workshop to Raise Awareness of Prevent (WRAP)
  - ☐ Anti-bullying
  - ☐ Pupil Behaviour and Discipline
  - ☐ E-Safety
  - ☐ Internet Social Networking Websites
  - ☐ Promoting British Values
  - ☐ Involving Pupils in School Policies

### **2.28 Pupil Absence on Medical Grounds**

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Schools have a duty to provide educational support for pupils who are absent from school on medical grounds in order for them to maintain sufficient progress in their education. As far as their medical condition allows the education support programme may be full or part-time.

Schools must work in close association with the local authority education welfare office, the home education services or the hospital teaching service to ensure that pupils who are unable to attend school due to their medical conditions, receive an educational support programme that matches their capabilities.

It is essential during this period of absence that schools maintain an excellent relationship between home and school so that pupils and parents are kept in contact and up to date with school events so that they continue to feel a part of school life.

### **Procedures**

School personnel must:

- assist in providing educational support programmes;
- monitor and evaluate the effectiveness of educational support programmes;
- monitor pupil progress;
- assist in the reintegration of pupils back into school life;
- maintain contact with absent pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community
- receive training on induction which specifically covers:

- ☐ Supporting Pupils with Long-Term Medical Conditions
- ☐ Pastoral Care
- ☐ Special Educational Needs and Disabilities
- ☐ Safeguarding and Child Protection
- ☐ Reporting of Injuries, Diseases and Dangerous Occurrences
- ☐ Health and Safety at Work

### **2.29 Pupil Behaviour and Discipline**

This school promotes good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

The behaviour of pupils improves and they feel safer and happier in school if school personnel consistently apply the 'Pupil Behaviour and Discipline' policy and maintain regular classroom routines.

Pupils are encouraged to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during

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lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

All forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline' is banned.

The use of reasonable force can be used to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

### **Procedures**

School personnel will:

- comply with all aspects of the 'Pupil Behaviour and Discipline' policy;
- maintain consistency in applying this policy throughout the school;
- welcome pupils into the classroom;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of class rules;
- display class rules;
- work with pupils to compile a list of sanctions and rewards;
- display the list of sanctions and rewards;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- have in place and will refer to a visual timetable;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- attend the following training;
  - ☐ All aspects of the 'Pupil Behaviour and Discipline' policy
  - ☐ Maintaining good order and discipline
  - ☐ Safeguarding pupils

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- ☐ The use of reasonable force
- ☐ Dealing with bullying
- ☐ Pupils at risk of disaffection
- ☐ Pupil support programmes

### **2.30 Safe Physical Contact with Pupils**

Schools must reassure school personnel that there are occasions when it is entirely appropriate, proper and legal for school personnel to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

The DfE document 'Use of Reasonable Force' clearly states that it is "not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid."

It is impractical to have in place a 'no touch' policy. School personnel should be allowed to respond to the needs of pupils at any time. The contact should be of limited duration, appropriate to the pupil's age, stage of development, gender, ethnicity and background. In most schools appropriate physical contact occurs most often with younger pupils or pupils with special educational needs and disabilities. At all times school personnel must use their professional judgement.

School personnel must record in the school incident book and inform the Designated Safeguarding Lead of any action undertaken by themselves that may be misinterpreted in anyway.

### **Procedures**

School personnel must:

- be aware of the following guidance:
  - ☐ Use of Reasonable Force (DfE)
  - ☐ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
  - ☐ Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
  - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- be responsible for their own actions and behaviour;
- work, and be seen to work in an open and transparent way;
- be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people;
- never touch a child in a way which may be considered indecent;

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- be aware that well intentioned physical contact may be misconstrued by children, by observers or by anyone to whom this action has been described;
  - be prepared to explain actions;
  - accept that all physical contact may be open to scrutiny;
  - never indulge in any form of horseplay with pupils;
  - record in the school incident book any action undertaken by themselves that may be misinterpreted in anyway;
  - inform the Designated Safeguarding Lead of any action undertaken by themselves that may be misinterpreted in anyway;
  - be aware of any vulnerable pupils in their care;
  - seek the permission of a pupil before initiating physical contact in order to provide support when a pupil is performing a physical activity or when offering music tuition;
  - consider the way in which they offer comfort to distressed pupil;
  - record and inform the Designated Safeguarding Lead when and how they offered comfort to a distressed pupil;
  - be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- 
- receive training on induction which specifically covers:
    - ☐ Safeguarding and Child Protection
    - ☐ Positive Handling
    - ☐ Intimate Personal Care
    - ☐ Positive Handling
    - ☐ SEN and Disabilities
    - ☐ Supporting Pupils with Long-Term Medical Conditions
    - ☐ Pastoral Care

## **2.31 School Based Counselling**

School personnel undertake a huge amount of counselling with pupils on a daily basis. However, the more serious issues should be provided by specially trained school personnel that will give children opportunities to:

- discuss difficulties such as bullying, parental separation, stress, friendships, change, bereavement, distressing traumatic events and anger in a confidential and non-judgemental atmosphere;
- explore the nature of their difficulties;
- increase their self-awareness;
- develop a better understanding of their difficulties;
- develop the personal resources needed to manage their problems;
- develop strategies to cope with change

School-based counselling is a skilled way of helping children talk about the things that are worrying them or affecting their everyday life and should be undertaken in a place that is familiar, safe and secure.

### **Procedures**

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School personnel must:

- undertake a huge amount of counselling with pupils on a daily basis;
- inform the pastoral care coordinator of more serious counselling issues;
- attend awareness raising training with the pastoral care coordinator and school-based counsellors;
- receive training on induction which specifically covers:
  - ☐ Pastoral Care
  - ☐ Safeguarding and Child Protection

### 2.32 School Personnel Code of Conduct

All school personnel (and volunteers) are appointed following the safer recruitment guidelines and procedures, Disclosure and Barring Service checked, trained in child protection procedures, understand their roles and comply with the code of conduct.

#### Procedures

School personnel must:

- behave professionally in and outside school;
- exercise confidentiality;
- be trained in Child Protection procedures;
- understand their role in child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- work together to create a school culture that is based on mutual and appropriate respect;
- ensure pupils understand and are aware of child protection procedures;
- not initiate any physical contact with a child;
- only exercise physical restraint as a last resort;
- avoid being in a room alone with a child and with the door shut;
- speak with a child with the door open or with another adult present;
- treat other school personnel with respect;
- be aware of the guidelines on handling money;
- create and maintain a good and open relationship with parents;
- create a positive classroom environment where all children are respected and valued;
- be aware of how to record and report concerns about another member of staff;
- take care of their physical and mental well-being by maintaining a healthy work-life balance;
- be aware of counselling and support systems in school and through the local authority;
- attend the following training:
  - ☐ Conditions of Service
  - ☐ Contract of Employment
  - ☐ Disciplinary Procedure
  - ☐ Grievance Procedure
  - ☐ Disclosure and Barring Service Checks
  - ☐ Anti-bullying

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- ☐ Induction of New Staff
- ☐ Safer Recruitment
- ☐ Internet Social Networking Websites
- ☐ Volunteer Helpers

### 2.33 School Security

It is essential to have in place exceptional school security systems to protect pupils, school personnel, visitors and equipment. Parents need to feel confident that everything has been done to create a safe and secure learning environment for their children.

The Governing Body has appointed a Site Manager to put into practice school security measures;

#### Procedures

School personnel will:

- be aware that the following security measures are in place:
  - Access control system
  - Audio entry
  - Security lighting
  - Burglar alarm
  - Fire alarm
  - CCTV
  - Perimeter fencing
  - Controlled entrance gates
  - Window security
  - Roof security
  - Internal public address system
  - Personal alarms
  - IT security
- undertake appropriate training in the above security measures;
- inform and remind pupils of security procedures such as the reporting of unidentified visitors who are on the school site;
- attend the following additional training:
  - ☐ Health and Safety
  - ☐ Risk Assessment
  - ☐ Safeguarding and Child Protection
  - ☐ Fire Safety
  - ☐ Violence in Schools
  - ☐ Intruders
  - ☐ Visitors and Contractors

### 2.34 Searching, Screening and Confiscation



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School personnel authorised by the Headteacher have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property.

Any prohibited item may be confiscated that is considered to be 'harmful or detrimental to school discipline'.

The Governing Body has appointed trained school personnel (male and female) authorised to undertake searches for prohibited items.

### **Procedures**

School personnel will be aware that only authorised designated school personnel will conduct a search.

Designated school personnel will:

- undertake appropriate training in search procedures plus the following training:
  - ☐ All aspects of the 'Searching, Screening and Confiscation' policy
  - ☐ Searching techniques and procedures
  - ☐ Pupil behaviour and discipline
  - ☐ Complaints
- undertake a search without consent if they have sufficient grounds for suspicion that a pupil has in his/her possession a prohibited item or is behaving in a suspicious manner;
- ensure that in any search the designated person and witness will be the same sex as the pupil being searched;
- conduct an immediate search of a pupil without a witness being present if it is considered that serious harm to another person is potentially imminent;
- ensure all searches are witnessed by another member of the school personnel or by another designated person;
- ensure a search does not take place in full view of other pupils but in an appropriate private room with a witness or witnesses present;
- consider studying CCTV footage before deciding whether to conduct a search;
- not request under any circumstance the pupil to remove any 'next to the skin' clothing other than, if need be, their outer clothing such as hats, shoes, boots, gloves or scarves;
- have the authority to search a pupil's desk, locker or bag in the presence of the pupil and a member of the school personnel
- have the authority to search a pupil's desk, locker or bag without the presence of the pupil or witness if it is considered that there is a serious risk of immediate harm to another person;
- confiscate all prohibited items after a search has taken place;
- be reassured that if they have acted lawfully when confiscating a prohibited item that no complaint or other action can be taken against them;

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- report to the Headteacher in the first instance and then to the police the following:
  - ☐ illegal drugs and other substances
  - ☐ stolen items
  - ☐ child pornography
  - ☐ knives or weapons
  - ☐ weapons or items which are evidence of an offence
  - ☐ any item that could be used to commit an offence or personal injury or damage to property
  - ☐ electronics devices containing inappropriate material

### **2.35 Self-Harm**

Self-harm is when somebody intentionally damages or injures their body which is a way of coping with anger, distress, fear, worry, depression or low self-esteem. It can become very addictive as it produces endorphins which produce an adrenaline rush. Self-harm is a form of self-punishment.

All school personnel have a very important role to play in preventing self-harm and in supporting those who self-harm by being aware of the signs and by observing the educational, social, behavioural, physical and emotional welfare of all pupils.

School personnel must act immediately if they believe someone is displaying any of the physical, behavioural or psychological warning signs that may lead to self-harm.

School personnel must report any pupil causing concern to the designated lead for safeguarding who will take the appropriate action.

### **Procedures**

School personnel and volunteers must:

- recognise that child protection is their main responsibility;
- treat children's welfare with the utmost importance and sensitivity;
- develop pupils self-confidence and self-esteem;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- receive basic level 1 training at least once every three years;
- be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of self-harm harm such as:
  - ☐ cutting, scratching, scraping or picking the skin
  - ☐ burning or scalding the skin
  - ☐ punching themselves
  - ☐ banging or hitting the head
  - ☐ excessive scouring or scrubbing of the body
  - ☐ overdosing or poisoning on prescription medication or non-prescription medication
  - ☐ misusing alcohol

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- ☐ swallowing hazardous materials, substances or inedible objects
  - ☐ starvation or binge eating
  - ☐ mood swings
  - ☐ becoming socially withdrawn
  - ☐ changes eating and sleeping habits
  - ☐ expressing feelings of self-harm, suicide or failure
- 
- be aware of the effects of abuse and neglect on children;
  - undertake training on responding to a child;
  - be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
  - know how to report any suspected case of harm or abuse;
  - report any concerns that they have about girls at risk of FGM;
  - report any concerns that they have about pupils who may be vulnerable to radicalisation;
  - establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
  - provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
  - encourage pupils to assess risks to themselves;
  - report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
  - know what to do if a child makes a disclosure;
  - not promise confidentiality to any child but always act in the interests of a child;
  - receive support and counselling if they feel distressed from being involved with a case or incident;
  - be kept up to date with changes in procedures;
  - be prepared to attend a Strategy Meeting;
  - be prepared to attend a Child Protection Case Conference;
  - attend the following training:
    - ☐ All aspects of the 'Self-Harm' policy
    - ☐ Safeguarding and Child Protection
    - ☐ Pupil Behaviour and Discipline
    - ☐ Anti-Bullying
    - ☐ Mental Health
    - ☐ Stress Management
    - ☐ Medical and First Aid

### **2.36 Sharps, Blades, Needles and Syringes**

Sharps, blades, needles and syringes present a potential health and safety risk to pupils, school personnel and to others who use the school site. Schools have a duty to ensure that every effort is made for the safe management of sharps, blades, needles and syringes and that a safe procedure is in place to assist in the prevention of needle stick injuries.

School personnel must be aware that there is a risk of infection should they receive an injury when attempting to handle certain hazardous items. All discovered sharps, blades, needles and syringes should be removed to a safe and secure place prior to disposal.

### **Procedures**

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School personnel must:

- undertake appropriate training in identifying, collecting and the disposal of any sharps, blades, needles and syringes;
- be familiar with normal precautions for avoiding infection and follow basic hygiene procedures;
- must have in place their own individual sharps management plan if they are diabetics;
- follow the following procedures if either a sharp or a blade or a needle or a syringe is found:
  - ☐ cover the item with a suitable container
  - ☐ put on impenetrable gloves
  - ☐ use a litter picker or a tongs to pick up the item
  - ☐ dispose of the item in a sharp box
- when managing needle injuries must inform a school First Aider who will:
  - ☐ allow the wound to bleed
  - ☐ wash the area with soap and water
  - ☐ dry the wound
  - ☐ apply a waterproof band aid
  - ☐ contact the child's parents and suggest the child must be taken immediately to a hospital
  - ☐ in the absence of the parents take the child immediately to a hospital
  - ☐ dispose of the item as above
  - ☐ complete the appropriate report forms
- receive training on induction which specifically covers:
  - ☐ Health and Safety
  - ☐ Safeguarding and Child Protection
  - ☐ Risk Assessment
  - ☐ Hygiene
  - ☐ Medical and First Aid
  - ☐ Accidents and Emergencies

### 2.37 Sick Child

It is our responsibility to deal with all children who become sick at school in a kind and caring manner. School personnel have a duty to assess the condition of any child who is thought to be unwell and to contact the parent/carers requesting the child should be taken home.

All children are subject to coughs and colds at sometime and these should not prevent them from attending school. Parents/carers are asked not to send their children to school if they are showing signs of vomiting, diarrhea, any type of rash, conjunctivitis, flu, chicken-pox, mumps, measles or high temperature.

### Procedures

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School personnel will:

- receive training in first aid at their induction and will attend periodic training to renew their first aid qualification;
- assess the condition of any child thought to be unwell in a kind and caring manner;
- notify the school office of any child taken ill;
- immediately contact the child's parents/carers of their concerns about the child's health;
- ensure the comfort of an ill child by staying with them while awaiting the parents to arrive;
- seek immediate medical advice if a child is in danger;
- call for an ambulance;
- immediately contact the child's parents;
- escort a child to hospital in the absence of a child's parents;
- ensure records are kept of all children taken ill and sent home while at school;
- attend the following training:
  - ☐ All aspects of the 'Sick Child' policy
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Medical and First Aid
  - ☐ Hygiene
  - ☐ Administering Medicines
  - ☐ Communicable Diseases
  - ☐ Equal opportunities
  - ☐ Inclusion

### 2.38 Staff Confidentiality

Confidentiality is when someone during a private conversation entrusts another with their secrets and with the confider expecting absolute confidentiality from the confidante.

School personnel can only offer limited and not absolute confidentiality at this school as the safety, well-being and protection of our pupils are the main consideration in all decisions school personnel make.

School personnel must make it clear when in discussion with pupils or parents/carers that there are limits to confidentiality that can be offered, so that they can make informed decisions about the most appropriate person/s to talk to about the personal matters that have been disclosed.

Our safe and supportive school environment encourages pupils to talk to school personnel in order to share their problems. Trust between pupils and staff is an established part of the school ethos.

### Procedures

School personnel will:

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- not promise at any time absolute confidentiality when a disclosure has been made to them;
- ensure that all information shared in confidence by pupils will only be used to enhance the safety, well-being and protection of all pupils in our care;
- undertake appropriate training in the techniques to use when dealing with one-to-one disclosures;
- make it clear at the beginning of a conversation that there are limits to confidentiality;
- inform the confider when a confidence has to be broken for the safety and well-being of children;
- pass on confidential information for the safety, well-being and protection of our pupils to the Designated Safeguarding Lead;
- receive training which specifically covers:
  - ☐ All aspects of this policy
  - ☐ Safeguarding and Child Protection
  - ☐ Dealing with Allegations Against School Personnel
  - ☐ Sex and Relationships
  - ☐ Anti-bullying
  - ☐ Confidentiality - Parent Involvement
  - ☐ Whistle Blowing

## **2.39 Students on Placement**

The school benefits from student placement as it enhances the continuing professional development of their mentors, supports pupils by an increased staff/pupil ratio, supports the school with the development of new educational initiatives and is an effective method of promoting and maintaining links with the wider community in the form of colleges, universities and other training establishments.

The Governing Body has appointed a member of staff to be the Student Mentor.

### **Procedures**

School personnel who are student mentor's will:

- receive training for the role;
- provide all necessary school documentation including Health and Safety policy, Child Protection policy and all policies on Safeguarding for the student at an induction meeting;
- introduce the student to all school personnel;
- monitor the students progress;
- discuss student progress with the student, the class teacher and college tutors;
- attend the final grading meeting.

School personnel who are class teacher mentors will provide:

- continuous support, advice and guidance;
- observation and feedback of lessons;
- advice on planning;

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- help with resources

All school personnel will attend the following training:

- ☐ All aspects of the 'Student on Placement' policy
- ☐ Safeguarding and Child Protection
- ☐ Health and Safety
- ☐ Confidentiality
- ☐ Dress Code

### **2.40 Sun Protection**

Skin cancer is one of the most common cancers in the United Kingdom, that most skin cancers are caused by UV radiation from the sun and that sunburn in childhood can double the chance of skin cancer in later life.

The school has a duty to ensure the safety of pupils and school personnel from the harmful ultraviolet rays in sunlight during the school day by making them aware of the need of protection from the sun.

School personnel are encouraged to keep covered up especially at lunch time when the sun is at its hottest, to use sunscreen Sun Protection Factor 15, to stay in the shade, wear a hat, drink plenty of water and to check their skin regularly.

### **Procedures**

School personnel must:

- attend training sessions on the importance of sun safety;
- include sun safety into their curriculum planning;
- hold outdoor activities in shaded areas;
- encourage pupils to use shaded areas during break times, lunchtimes, sporting activities and educational visits;
- encourage pupils to drink more water in hot weather;
- encourage pupils to wear appropriate clothing for sun protection;
- encourage pupils to apply sunscreen before they come to school;
- lead by example and wear appropriate clothing for sun protection;
- attend the following training:
  - ☐ All aspects of the 'Sun Protection' policy
  - ☐ Sun protection advice
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Curriculum

### **2.41 Supervision of Pupils**

Safeguarding procedures for supervising pupils throughout the school day must be in place in order to ensure their health, safety, welfare and good conduct.

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The supervision of pupils begins when they arrive at school. Parents have been made aware of the time that school starts and that children should not arrive until at least 10 minutes before that time when school personnel will be on duty.

School personnel and adult volunteers are strongly advised that they should avoid supervising any pupil alone at all times. If a one to one situation is unavoidable then school personnel should take the necessary precautions beforehand.

### Procedures

School personnel will:

- maintain good order and discipline among all pupils safeguarding their health and safety when they are authorised to be on the school site and during educational visits;
- ensure that no class of pupils should be left unsupervised;
- ensure they take the necessary precautions before undertaking any one to one supervision;
- record and report any incident or accident that could be considered a breach of supervision;
- attend the following training:
  - ☐ All aspects of the 'Supervision of Pupils' policy
  - ☐ Supervision before School Starts
  - ☐ Supervision during Wet Weather
  - ☐ Midday Supervision
  - ☐ Supervision after School
  - ☐ Supervision by the School Crossing Patrol
  - ☐ Supervision during Extra-Curricular Activities
  - ☐ Supervision during Travel to and from School
  - ☐ Supervision during Off-site Visits
  - ☐ Supervision of Curriculum Activities
  - ☐ Supervision of Changing Rooms
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Pupil Behaviour and Discipline

### 2.42 Supporting Pupils with Long-Term Medical Conditions

All schools have a legal duty under the Children and Families Act 2014 to support pupils with long-term medical conditions such as diabetes, asthma and epilepsy, and we will ensure that these children have full access to the curriculum, all sporting activities and educational visits so that they can play a full and active role in school.

Administration of medicines by any member of the school personnel is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school personnel who has volunteered and accepted this role to be familiar with all administration of medication procedures.



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Under no circumstances will a member of the school personnel administer prescription medicines or undertake healthcare procedures without appropriate training.

This schools work closely with parents/carers, health and social care professionals, the local authority, commissioners and other support services to ensure effective individual health care plans, monitoring, reviewing and updating procedures are in place and to ensure children with medical conditions receive a full education.

The Governing Body has appointed a member of staff to be responsible for coordinating supporting pupils with long-term medical conditions.

#### **Procedures**

School personnel will:

- not administer medications without the appropriate training;
- not undertake healthcare procedures without the appropriate training;
- attend the following training:
  - ☐ All aspects of 'Supporting Pupils with Long-term Medical Conditions' policy
  - ☐ Awareness of the medical condition(s) in question
  - ☐ First-aid
  - ☐ Administering medication
  - ☐ Record keeping
  - ☐ Intimate Care
  - ☐ Manual handling
  - ☐ Confidentiality

#### **2.43 Troubled and Vulnerable Children**

All schools have a duty to safeguard and promote the welfare of all children but in particular those children defined as troubled and vulnerable namely:

- looked after children
- traveller children
- bullied/cyber children
- children who go missing from home/school
- children suffering from neglect, physical abuse, sexual abuse or emotional abuse
- children suffering from bereavement
- children of parents who are refugees/asylum seekers
- children experiencing drugs or alcohol abuse
- children with a disability
- children excluded from school

All school personnel receive regular training in safeguarding techniques so that they are able to recognise the signs and symptoms of suspected child abuse and the procedures of reporting such cases.

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The Governing Body has appointed a member of staff to be the coordinator for Troubled and Vulnerable Children.

### **Procedures**

School personnel will:

- be aware of the role of the coordinator who will:
  - ☐ be fully conversant in safeguarding procedures and in dealing with troubled and vulnerable children;
  - ☐ provide designated teachers to work with individual children thereby providing support and guidance so that pupils are made to feel secure and confident enough to talk if they are experiencing difficulties;
  - ☐ ensure all school personnel are aware of their responsibilities;
  - ☐ ensure that all school personnel are aware of the system of reporting suspected child abuse;
  - ☐ ensure that personal education plans are in place for looked after children;
  - ☐ track the progress of all troubled and vulnerable children;
  - ☐ monitor behaviour and attendance;
  - ☐ provide one-to-one tuition for pupils;
  - ☐ report cases of suspected child abuse such as female genital mutilation to social services;
  - ☐ liaise with social services and other agencies;
  - ☐ make effective use of relevant research and information to improve this policy;
  - ☐ organise in-house training for school personnel that deals with;
    - Troubled and Vulnerable Children
    - Personal Education Plans
    - Female Genital Mutilation
    - Trafficked Children
    - Child Sexual Exploitation
    - Missing Children
    - Violent Extremism
    - Traveller Children
    - Pupils with Medical Needs
    - Mental Health Difficulties
  - ☐ attend training in order to keep up to date with new developments and resources;
  - ☐ ensure all relevant and current documentation is up to date;
  - ☐ attend safeguarding conferences;
  - ☐ work closely with outside support agencies;
- attend safeguarding training and other associated training;
- report any concerns to the Safeguarding coordinator;
- help promote cultural diversity

### **2.44 Uncollected Child**

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Security procedures are in place to ensure children are safe from the time they arrive at school to the time they leave.

School personnel will ensure that at the end of the morning session or at the end of the school day all children are collected by their parents/carers or a designated adult. Parents will feel confident that in the event that they are late in collecting their child on time that the school has in place procedures that will ensure the safety and security of their children. Children will remain in the care of the school until they are collected by their parent/carer or a designated adult.

### **Procedures**

School personnel will:

- reassure a child who has not been collected on time that they have not been forgotten;
- call the parent/carer or designated person after five minutes of waiting;
- try other emergency contact numbers if the parent/carer cannot be contacted;
- wait with the child providing as much support and reassurance as is necessary;
- not release a child into the care and supervision of another adult until they have verbal permission from the parent/carer;
- not allow a child to go home alone even with the telephone consent of the parent/carer;
- not escort or take children home;
- contact the local Children Services department if after repeated attempts no contact is made with the parent/carer or designated person;
- leave a message and contact number for the parent/carer or designated person informing them that their child is being looked after by the local authority;
- record all incidents of late collection;
- meet with parents who are persistently late in collecting their children;
- attend the following training:
  - ☐ All aspects of the 'Uncollected Child' policy
  - ☐ Safeguarding and Child Protection
  - ☐ Health and Safety
  - ☐ Supervision of Pupils
  - ☐ Troubled and Vulnerable Children
  - ☐ Pastoral Care
  - ☐ Home-School Agreement
  - ☐ Parental Responsibility and Change of Name

### **2.45 Visitors and Contractors**

All schools have a statutory duty to ensure that, so far as reasonably practicable, the school premises are safe and that visitors to school come to no harm. School security systems are in place to ensure the personal safety of the whole school community.

All visitors such as parents/carers, education officials, local authority officials, contractors and others must report to the main school office upon entering the school premises. They will be welcomed in a cordial confidential, efficient and purposeful manner. Visitors will be asked to state the purpose of their visit, and to confirm their status by producing verifiable

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documentation. Visitors will be asked to sign the visitor's book and will wear a visitors badge at all times. Visitors will be escorted throughout the duration of their visit and will not come into contact with pupils other than with a member of the school personnel.

#### **Procedures**

School personnel will:

- take reasonable care of their own health and safety;
- take reasonable care of the health and safety of pupils, visitors and contractors;
- be aware of the working agreement between the school and any contractor undertaking work in the school;
- direct all visitors to the school office upon entering the school premises;
- attend the following training:
  - ☐ All aspects of the 'Visitors and Contractors' policy
  - ☐ Safeguarding and Child Protection
  - ☐ School Security
  - ☐ Health and Safety
  - ☐ Risk Assessment

#### **2.46 Whistle Blowing**

Whistle blowing is the “raising of concerns about misconduct within an organisation”. All school personnel are encouraged to report any serious concerns about any aspect of the school or the conduct of its personnel or others acting on behalf of the school. This school is committed to the highest possible standards of openness, integrity and accountability.

#### **Procedures**

School personnel:

- have a duty to speak out against and report any:
  - ☐ criminal offence that has been committed, is being committed or is about to be committed;
  - ☐ person who has failed, is failing or is about to fail compliance with any legal obligation that they are subject to;
  - ☐ miscarriage of justice that has occurred, is occurring or is likely to occur;
  - ☐ health and safety issue that has endangered , is endangering or is likely to endanger any person;
  - ☐ damage to the school environment that has been committed, is being committed or is about to be committed.
- who speak out against and report any of the above will receive support from the Governing Body;
- will receive support from the Governing Body if allegations have been made against them;

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- have a duty to the school not to disclose confidential information but this does not prevent an employee from seeking independent advice nor discussing their concern with the charity Public Concern at Work;
- attend the following training:
  - ☐ Safeguarding and Child Protection
  - ☐ Confidentiality
  - ☐ Raising a concern
  - ☐ Grievance Procedures