

# Safeguarding Policies

Gaer Primary School

Published: October 2020

# Policies for the Safeguarding of Children

These policies should be read in conjunction with the School Mission Statement and Aims found in the Learning and Teaching Policy.

- Part 1: Child Protection
- Part 2: Safe Recruitment
- Part 3: Caring for a Sick Child at School
- Part 4: Caring for Vulnerable Children
- Part 5: Administering Medicines to Children
- Part 6: Intimate Care  
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- Part 9: Positive Handling
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## CHILD PROTECTION GUIDANCE

### KEY CONTACTS WITHIN and Beyond GAER PRIMARY SCHOOL 2020-2021

DESIGNATED CHILD PROTECTION PERSON	Mr A. Smith Headteacher
DEPUTY DESIGNATED CHILD PROTECTION PERSON	Miss C McCarthy Deputy Headteacher
CONTACT NUMBER:	01633 263407
NOMINATED GOVERNOR FOR CHILD PROTECTION	Mrs H Berry
KEY CONTACTS WITHIN THE LOCAL AUTHORITY	Mrs Nicola Davies <a href="mailto:Nic.davies@newport.gov.uk">Nic.davies@newport.gov.uk</a>

#### CONTACT NUMBERS:

- Police: 999 in emergency situations

Children's Services in your Local Authority area in office hours

- Newport - 01633 656 656
- Torfaen - 01495 762 200
- Caerphilly - 0808 100 1727
- Blaenau Gwent - 01495 315 700
- Monmouthshire - 01291 635 669
- Out of hours and Bank Holidays, Emergency Duty Team: 0800 3284432

When making a referral this needs to be e-mailed to: [children.duty@newport.gov.uk](mailto:children.duty@newport.gov.uk)

This will then go to the Social Service Duty and Assessment Team and you will receive an e-mail acknowledgement.

**Remember a copy of the referral must be sent to the DSP.**

## **Aims**

The safety and protection of children is of paramount importance to everyone associated with this school. To this end we aim to have in place robust procedures to ensure that:

- we meet our responsibilities for safeguarding children from abuse
- school personnel are protected against false allegations of abuse

## **Governors have a responsibility to:**

- ensure that the child protection policy and all appendices are in place and up to date
- appoint a senior member of staff to act as the designated child safeguarding coordinator
- nominate a governor to liaise with the child safeguarding coordinator
- ensure that staff are appointed in line with safe recruitment procedures
- ensure that DBS checks are undertaken for everyone working with children in our school
- undertake appropriate training about the ways of safeguarding children
- receive an annual report from the Headteacher
- review the policy annually and make appropriate amendments

## **The Designated Person (Headteacher) has a responsibility to:**

- implement the policy
- monitor the policy
- report annually to the governing body on the effectiveness of the policy
- ensure that all cases of suspected or actual problems associated with child protection are investigated
- keep up to date with all new guidance on safeguarding children
- organise appropriate training for school personnel and governors
- liaise with the Nominated Governor
- annually review the policy

## **The Deputy Designated Person (Deputy Headteacher) has a responsibility to:**

- assist the Headteacher in the implementation of this policy

## **School personnel have a responsibility to:**

- be aware of this policy and procedures
- be aware of the names of the designated teachers
- understand the signs of harm and abuse
- know how to report any suspected case of harm or abuse

## **Parents:**

are aware that we have a responsibility for the welfare of all our pupils and that we have a duty to involve Social Services if we have any concerns about a child.

## Part 1: Child Protection Policy

### I. Introduction

Our school fully recognises the contribution it makes to safeguarding and child protection.

There are three main elements to our policy:

- Prevention through the teaching and pastoral support offered to pupils;
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
- Support to those pupils who may have been abused.

This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

### 2. Prevention

This school recognises that high self- esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting

### 3. Procedures

At this school we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been endorsed and agreed by the South East Wales Safeguarding Children Board. (SEWSCB)

The school will:

- I. Ensure it has a designated senior person (DSP) and deputy for child protection, who have undertaken the appropriate training.

2. Recognise the role of the designated senior person and arrange support and training. The school will look to the SEWSCB and the Council's Education Safeguarding Officer for guidance and support in assisting the school's designated senior person.

3. Ensure that all members of staff, including permanent, part time and adult volunteers, know:

- ✓ that they have an individual responsibility for referring child protection concerns using the agreed procedures
- ✓ the name, contact details and role of the designated senior person (DSP),
- ✓ the deputy DSP and designated governor responsible for child protection;
- ✓ that it is the lead person and/or their deputy who have the responsibility for making child protection referrals within SEWSCB timescales, by completing the agreed multi-agency form.
- ✓ how to take forward those concerns where the DSP is unavailable
- ✓ how to support a child who discloses abuse.

4. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.

5. Ensure that all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.

6. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in the school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.

7. Provide training for all staff so that they know:

- ✓ their personal responsibility;
- ✓ the agreed local procedures(SEWSCB)
- ✓ the need to be vigilant in identifying suspected cases of abuse
- ✓ how to support a child who discloses abuse.

8. Notify Social Services if:

- ✓ a pupil on the child protection register is excluded either for a fixed term or permanently; and
- ✓ if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).

9. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including responding to requests for information from social services; attendance at initial and review child protection conferences and core groups; and submission of written reports.

N.B: schools often have more detailed knowledge of children than other agencies and it is vital that schools are part of any child protection meetings.

10. Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies immediately.

11. Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.

12. Adhere to the procedures set out in the Welsh Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'.

13. Ensure that all recruitment and selection procedures are made in accordance with Welsh Government Guidance, 'Keeping Learner's Safe' and local guidance. The school will seek advice and guidance from the Authority's HR Department on recruitment and selection.

14. Designate a governor for child protection who will oversee the school's child protection policy and practice. This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities.

#### 4. Supporting the pupil at risk

At this school we recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school, their behaviour may be challenging or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

The school will endeavour to support the pupil through:

- ✓ The content of the curriculum to encourage self esteem and self motivation (see section 2 of this policy on Prevention);
- ✓ The school ethos which:
  - promotes a positive, supportive and secure environment; and
  - Gives pupils a sense of being valued (see section 2 on Prevention);
- ✓ The school's behaviour policy which is aimed at supporting vulnerable pupils in the school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth.
- ✓ The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, (Shared with parents/carers via school brochures and other points of communication) but that each individual is valued and not to be blamed for any abuse which has occurred.
- ✓ Staff should read the school's behaviour Policy in conjunction with this and other named policies noted in this policy.
- ✓ Liaison with other agencies who support the student such as Social services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- ✓ Keeping records and notifying Social Services if there is a recurrence of concern with the individual.

When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the procedure outlined in appendix D, Safeguarding File – Transfer of Records). The DSP will be central to this process, and if not already done, will inform Social Services of the move.

#### 5. Behaviour

This school has a behaviour policy which clear states our values and expectations. The school's policy on Behaviour has been set out in Part 8 of this document.

This policy/information is reviewed annually by Governors and can be located on the school website, or is available in hard copy at request to the Headteacher.

## 6. Bullying

The school's policy on Bullying has been set out in Part 8 of this document. This policy/information is reviewed annually by Governors and can be located on the school website, or is available in hard copy at request to the Headteacher.

## 7. Physical Intervention

The school's policy on physical intervention has been set out in Part 6 of this document. This policy/information can be located on the school website, or is available in hard copy at request to the Headteacher. It is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and Effective intervention – use of reasonable force and searching for weapons 097/2013.

## 8. On-line Safety

The school's policy on On-line Safety has been set out in Part 7 of this document. This policy/information is reviewed annually by Governors and can be located on the school website, or is available in hard copy at request to the Headteacher.

## 9. Children with Additional Learning Needs (ALN)

This school recognises that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in a separate document and this policy/information can be available in hard copy at request to the Headteacher.

## 10. Children who enter the Looked after System

This school recognises that children who enter the Looked after System are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinators

## 11. Transfer of records



Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma (See Appendix C).

## 12. Training

The school will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development.

All staff will be regularly updated during the year as appropriate from the DSP, but will receive specific awareness raising training within a 2 year period.

It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

Next CP Training for Staff is due in January 2022

Last training for all staff was January 2020

Last Training for DSP was completed in December 2014 and Deputy DSP was completed in December 2017 (old Level 2)

Next Training for DSP and Deputy is due in October 2020 and December 2020 respectively

## 13. Community Cohesion – Preventing Extremism

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- ✓ Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- ✓ Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- ✓ Knowing how to complete a Channel referral and how to seek support for the child/young person
- ✓ Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- ✓ Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

## 14. Mandatory reporting of FGM

The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015). Where staff suspect FGM may have been carried out or think a girl may be at risk then the school will follow existing safeguarding procedures in these cases

## **Key Guidance for Staff**

### **A) What to do if a child tells you they have been abused by a member of staff or any adult working with children.**

If an allegation of abuse is made against a member of staff or any adult working with children this must be reported to the Head Teacher without delay. If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Education Safeguarding Officer for guidance and advice or the Social Services Duty and Assessment Team (see contact details below).

### **B) What to do if a child tells you they have been abused by someone other than a member of staff:**

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- ✓ Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- ✓ You must report verbally to the school's Designated Senior Person for child protection immediately (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the school;
- ✓ Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's DSP. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- ✓ Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
- ✓ That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings.

Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

## **Confidentiality**

The school and staff are fully aware of confidentiality issues if a child divulges that they are being or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, all education staff have a professional duty to

share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns. It is important that each member of staff deals with this sensitively and explains to the child

that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Headteacher, have access to child protection records. At all other times, they should be kept securely locked and separate from the child's main file.

The designated senior person (DSP) for child protection in this school is:

\_\_\_Mr\_A Smith\_\_\_\_\_

The deputy DSP is:

\_\_\_Miss C McCarthy\_\_\_\_\_

The designated governor for child protection is:

\_\_\_Mrs\_H Berry\_\_\_\_\_

Telephone number\_\_01633 263407\_\_\_\_\_

The local authority Education Safeguarding Officer is:

Nicola Davies            nic.davies@newport.gov.uk

Telephone number    01633 235664/07817106758

Social Services can be contacted as follows:

Duty & Assessment Team

Contact Centre: 01633 656656

Out of Hours Duty Team: 0800 3284432

This policy was updated in August 2020 by C McCarthy

This policy was presented and accepted by the Governing Body October 2020

Staff were made aware of this policy and or updates Autumn 2020

This policy will be reviewed in Autumn 2021

## Associated Policies, Guidance and Advice

### [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

- All Wales Child Protection Procedures- April 2008
- Safeguarding Children: Working Together Under the Children Act 2004

<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>

- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)

<http://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>

- Safeguarding in Education: handling allegations of abuse against teachers and other staff - circular 009/2014 (April 2014)

<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>

- Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)

<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>

- Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007

<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

- Procedures for reporting misconduct and incompetence in the education workforce in Wales- Welsh Government 168/2015 (replaces 018/2009)

<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

- Safe and effective intervention-use of reasonable force and searching for weapons, Welsh Government circular 097/2013 (replaces 041/2010).

<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>

- Education Records, School Reports and the Common Transfer System-National Assembly for Wales circular 18/2006

<http://gov.wales/docs/dcells/publications/060707-education-records-en.pdf>

- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales 2010 (Welsh Assembly Government)

<http://learning.gov.wales/docs/learningwales/publications/130509-domestic-abuse-safeguarding-en.pdf>

Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales

<http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>

- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)

<http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

**Other relevant legislation:**

- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

**Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection (This is not an exhaustive list)**

- [www.wales.gov.uk](http://www.wales.gov.uk)
- [www.ewc.wales](http://www.ewc.wales)
- [www.governorswales.org.uk](http://www.governorswales.org.uk)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.wales.gov.uk/domesticabuse](http://www.wales.gov.uk/domesticabuse)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/379\\_9\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/379_9_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

**SEWSCB documents can be found on their website: [www.sewsc.org.uk](http://www.sewsc.org.uk)**

## **Definitions of Child Abuse and Neglect**

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child who they are looking after.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

**Transfer of pupil safeguarding records**

**PART 1: To be completed by sending school**

- When you know that a child on the CP register (or where there are safeguarding concerns) is moving schools contact the DSP at the receiving school within 2 days of the child leaving your school to share information.
- Please ensure that the safeguarding file is passed to the Designated Senior Person at the receiving school **using a secure method of delivery** with Part 1 of this form completed. It should be marked as 'confidential for the attention of the DSP only'.
- The file should be transferred within 10 working days
- You are advised to keep a copy of this form for your own records.

NAME OF CHILD	
DOB:	
NAME OF SCHOOL SENDING SAFEGUARDING FILE:	
ADDRESS OF SENDING SCHOOL:	
DATE FILE SENT:	
NAME OF DESIGNATED SENIOR PERSON (DSP)FOR SAFEGUARDING:	
METHOD OF DELIVERY:	
SIGNATURE:	

**PART 2: To be completed by receiving school**

- Please complete and return this form to the DSP listed in Part 1 above.
- If you choose to return this form electronically, please ensure this is completed securely.
- You are advised to keep a copy of this form for your own reference.
- The safeguarding file should be stored securely, and away from the main pupil file.

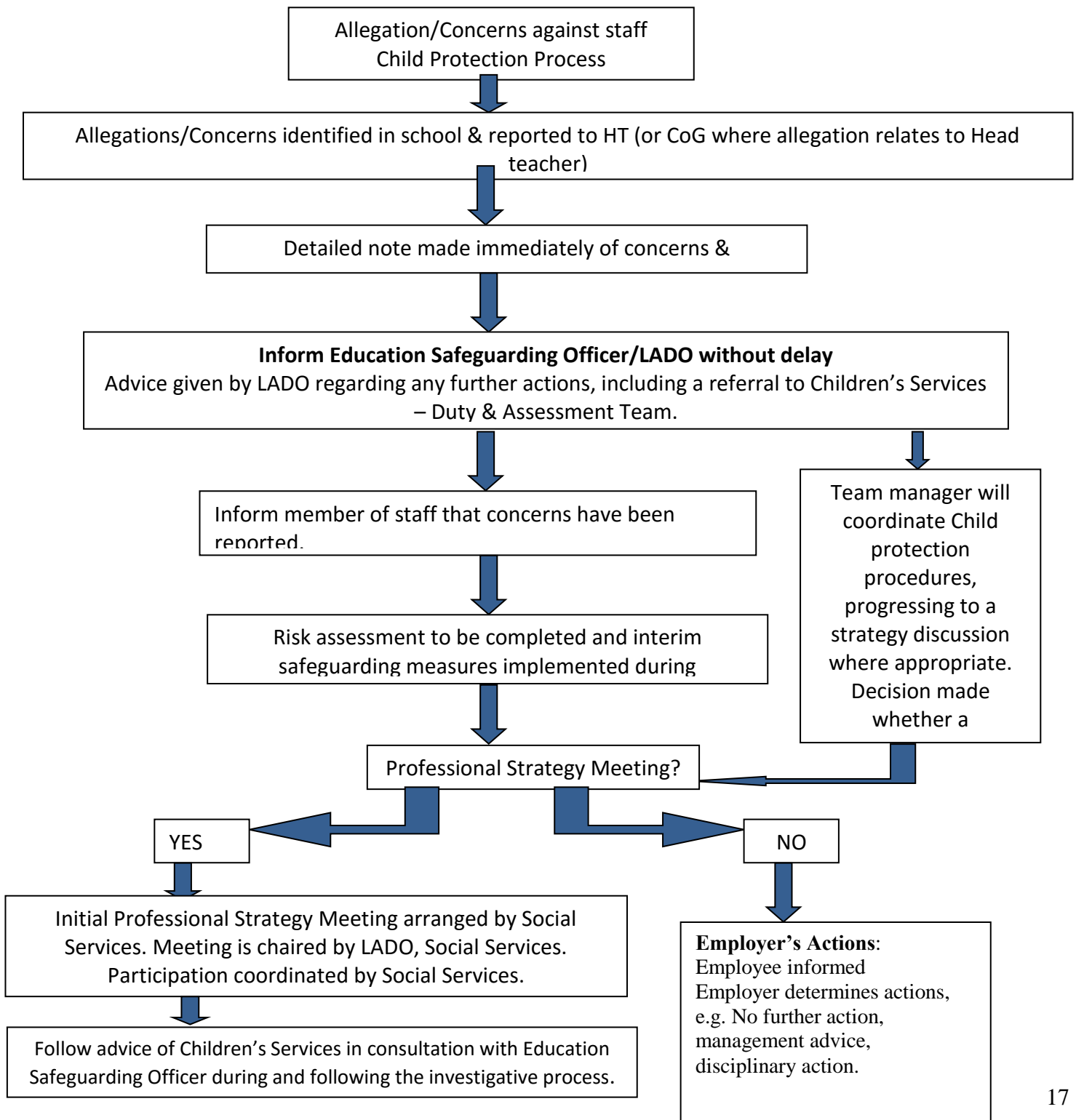
NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	
NAME OF DESIGNATED SENIOR PERSON (DSP) RECEIVING FILE:	
IS THE FILE INTACT ON RECEIPT?	
SIGNATURE	



**PROFESSIONAL ALLEGATIONS/CONCERNS**

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school.

Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4.



## **Community Cohesion - Preventing Extremism**

Our school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

## **Safeguarding Channel Panel**

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Multi-Agency Referral Form leads to one of our Students needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

### **Key Points of Contact**

Prevent Lead for NCC: Heather Powell 01633 210446 / 07980907720  
Email: heather.powell@newport.gov.uk equality@newport.gov.uk

### **Reference Material**

*Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities*

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience - Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience - Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Website: <http://educateagainsthate.com> Resources for parents and teachers

*Tackling Hate Crimes and Incidents: A Framework for Action*

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>

### **Part 3: Caring for a Sick Child at School.**

#### **Aim:**

To have in place appropriate procedures to deal with children who become ill at school. Everyone associated with our school recognises that we have a duty to ensure the health and well being of all children in order for them to be successful learners in a learning environment that is clean, healthy and safe for everyone. Therefore, it is our responsibility to deal with all children who become sick at school in a kind and caring manner.

We believe that if a child is displaying signs of illness then a parent/carer has a duty not to send their child to school. Likewise school personnel have a duty to assess the condition of any child who is thought to be unwell and to contact the parent/carer requesting the child should be taken home. We are aware that all children are subject to coughs and colds at sometime and these should not prevent them from attending school. But we do ask parents/carers not to send their children to school if they are showing signs of vomiting, diarrhoea, any type of rash, conjunctivitis, flu, chicken-pox, mumps, measles or high temperature.

We recognise the importance of working closely with parents/carers and we believe we have good lines of communication in place. But in order to ensure the health and well being of all children everyone must be aware of their role and responsibilities when a child is displaying signs of illness.

We believe it is only correct for a child suffering from an infectious or contagious disease to be excluded from school until they are fully recovered. We have a duty of care for all pupils and school personnel and, therefore, we request parents to consult with their GP before their child returns to school and if need be we will seek advice from the Local Health Authority.

## **Roles**

### **The Governing Body has:**

- delegated powers and responsibilities to the Headteacher to put into place procedures to ensure sick children are identified and are cared for appropriately
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **The Headteacher will implement procedures to:**

- protect the health and safety of children and school personnel
- deal with children taken ill at school
- ensure school personnel and parents are aware of this policy
- organise first aid training for designated members of staff
- ensure that children's records and emergency contact numbers are kept up to date
- monitor the effectiveness of this policy

### **School personnel will:**

- ensure compliance with this policy
- assess the condition of any child thought to be unwell in a kind and caring manner
- notify the school administrator of any child taken ill
- ensure that a child's parents/carers are made aware of their concerns about the child's health
- ensure the comfort of an ill child by ensuring that someone stays with them while awaiting for the parents to arrive
- seek immediate medical advice if a child is in danger
- call for an ambulance
- in cases of emergency, make every effort to contact the child's parents immediately
- 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
- issue specific health guidelines/advice as appropriate

- in the case of chronic illness, individual medical plans and risk assessments will be put in place supported by the school link nurse and reviewed and revised as appropriate.

**Parents/carers must:**

- notify the school of any changes to their contact details
- co-operate with the school by keeping their child at home if they are unwell or showing any signs of vomiting, diarrhoea, any type of contagious rash, impetigo, flu, chicken-pox, mumps, measles or high temperature
- consult with their GP if their child is suffering from one of the communicable diseases
- inform the school if their child is not their normal self when brought to school but is not showing any signs of illness.

**Part 4: Caring for a Vulnerable Child at School**

**Aims**

- To ensure that all school personnel are aware of their responsibilities for safeguarding and promoting the welfare of children
- To have in place clear structured procedures to identify and report suspected cases of child abuse
- To provide support and guidance for pupils identified as being vulnerable.

**We consider a child to be vulnerable if they are:**

- Looked After Children
- Regularly bullied (including cyber bullying)
- suffering from neglect, physical abuse, sexual abuse or emotional abuse
- suffering from bereavement
- refugees/asylum seekers
- the main carer within the home
- children with a disability
- excluded from school

We believe we have worked hard to create and maintain an ethos in which we provide care, support and guidance so that pupils feel secure and confident enough to talk if they are experiencing difficulties. Pupils understand that we are prepared to listen to them and we value their views.

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

We have in place an effective system for monitoring those children identified as being vulnerable and excellent lines of communication with external support agencies.

## **Part 5: Administering Medicines**

We acknowledge that 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.

No non emergency medicines will be administered by staff.

Parents / carers can make arrangements to administer non-prescription or prescription medicine at lunch time or during the school day if required.

### **Aims**

- To outline the procedures for administering emergency medicines to pupils.

### **Procedure**

The GB has:

- appointed the Head Teacher to be responsible for this area
- a responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- ensure the administration of emergency medicines by putting into practice effective strategies and examples of good practice
- inform parents of the school policy via the school prospectus
- ensure parents review medicines held in school to ensure that they are still in date
- organise appropriate training for the administration of inhalers or epi-pens

Members of the school personnel (Teaching Assistant) who administer or supervise the taking of medication will:

- 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 epi-pens

Parents/carers must provide:

- written permission by completing the Medication Consent Form
- take responsibility for ensuring asthma inhalers and epipens held in school are in date
- sufficient medical information on their child's medical condition
- the medication in its original container
- sufficient medicine for the dosage to be given in school

### **Administration of Prescribed Medicines**

Members of the school personnel who administer or supervise the taking of medication will:

- 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
- 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

- always take appropriate hygiene precautions

### **Medication Record**

The following information must be supplied by the parent/carer:

- 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
- Consent given by parent/carer for staff to administer medication
- Expiry date of medication
- Storage details

### **Security**

All medications will be kept in a secure place and accessible only to the designated persons

### **Educational Visits**

On educational visits a designated person will also attend in order to administer medications

### **Sporting Activities**

We will ensure that pupils have immediate access to asthma inhalers during sporting activities in the school day and during extra-curricular clubs.

## **Part 6: Intimate Care**

We believe intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and 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.

We have a duty to safeguard children and school personnel at all times. We aim to develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, be treated with dignity and respect, become involved and consulted about their own intimate care with school personnel that are specially trained in intimate care procedures.

We aim to treat every child as an individual treating them as gently and as sensitively as possible.

### **Aims**

- To safeguard the rights of children.
- To safeguard school personnel trained in intimate care procedures.

### **The GB has:**

- delegated powers and responsibilities to the Headteacher in the delivery of this policy;

- responsibility for the effective implementation, monitoring and evaluation of this policy

**The Headteacher will ensure:**

- all school personnel are aware of this policy
- all parents are aware of this policy
- that new developments, resources and equipment are brought to the attention of the appropriate school personnel
- that this policy is monitored and evaluated and any recommendations for improvement are reported to the GB

School personnel will:

- 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 their own limitations
- promote positive self-esteem and body image
- work in partnership with parents/carers
- 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
- ensure the changing of children by staff is to be carried out in pairs

Parents will:

- advise the school of any known intimate care needs relating to their child;
- be involved with their child's intimate care arrangements on a regular basis.

All children have the right to be treated:

- with sensitivity and respect in such a way that their experience of intimate care is a positive one;
- by professionals suitably trained and assessed to be competent to undertake procedures in intimate care.

The effectiveness of this policy will be reviewed annually, or when the need arises. The necessary recommendations for improvement will be made to the governors.

**Advice for Staff at School**

**(taken from National Employers' Organisation for School Teachers (NEOST) Guidelines)**

**Private meetings with pupils**

(a) Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. While there will be occasions when a confidential interview or a one to one meeting is necessary, wherever possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.



(b) Meetings with pupils away from the school premises should only be arranged with the specific approval of the head teacher.

### **Physical Contact with pupils**

(a) Physical contact may be misconstrued by a pupil, parent or observer.

Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.

(b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

### **Where physical contact may be acceptable**

(a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the headteacher.

(b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

(c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil he/she should make a written report of the incident in the form prescribed by the school's policy on restraint.

### **Caring for pupils with particular problems**

(a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.

(b) Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult, and pupils should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all circumstances.

### **Teachers should ensure that:**

- They are aware of the potential dangers of being in a one-to-one situation with a pupil at any time but especially outside the school setting. This includes:
  - giving lifts to pupils

- visiting their homes or contact in a social context
- photographing or videoing of pupils which must comply with school guidelines
- They conduct conversations with a pupil about sensitive issues professionally
- They have regard to the safety and welfare of pupils.

**Teachers should ensure that they do not:**

- have inappropriate physical contact with pupils
- engage in personal correspondence with pupils
- discuss their own personal relationships with pupils
- swear at pupils, use offensive names or make inappropriate remarks about their gender, race, religion, sexual orientation, appearance, age, language or special needs.

## Part 7: E Safety

### **Introduction-Definition of E-Safety**

The purpose of this policy is to ensure that all staff parents and governors understand and agree the school's approach to e-safety (electronic).

E-safety relates to the education of using new technology responsibly and safely, focusing on raising awareness of the core messages of safe content, contact and commerce when using technology. This can include accessing websites and online content, email, online chat rooms, mobile phones, gaming and games consoles, social networking sites, instant messaging (IM) and viruses and spam. The purpose of this policy is to ensure that all staff, parents and governors understand and agree the school's approach to e-safety.

There are a number of key risks to using new technologies, including:

- Physical danger (including of a sexual nature)
- Bullying
- Identity theft
- Illegal behaviour
- Exposure to inappropriate content
- Obsessive use of ICT
- Copyright infringements

### **The importance of internet and digital communications**

The internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

### **Other Related Policies**

The school's e-safety policy will operate in conjunction with other policies including:

- Learning and Teaching
- Anti-Bullying
- Child Protection
- PSE Policy
- ICT/Curriculum
- Data Protection
- Health and Safety

These policies / statements are set out in separate documents and are reviewed regularly by the governing body. Sanctions for the misuse of technology are consistent with sanctions for other inappropriate behaviours.

**The purpose of this policy is to:**

- Through consultation with pupils and staff establish the ground rules we have for using the Internet and electronic communications such as mobile phones, collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users, to enable them to control their online experience
- Describe how these fit into the wider context of our discipline and PSE policies
- Demonstrate the methods used to protect children from sites containing inappropriate content.
- Understand that accessing inappropriate sites accidentally is not something to feel guilty about and that any such incident should be reported to staff immediately.

**The role of Technologies in Teaching and Learning**

Benefits of using internet in education include:

- access to world-wide educational resources
- educational and cultural exchanges between pupils world-wide
- vocational, social and leisure use in libraries, clubs and at home
- access to experts in many fields for pupils and staff
- Staff professional development
- materials and effective curriculum practice
- communication and collaboration with support services, professional associations and colleagues
- improved access to technical support including remote management of networks and automatic system updates
- exchange of curriculum and administration data with the Local Authority and the Education Achievement Service
- Access to learning wherever and whenever convenient.

**Internet use will enhance learning**

- The school Internet access is designed by Newport City Council and it includes intuitive filtering appropriate to the content and age of pupils (WebSense)
- Pupils will be taught what internet use is acceptable and what is not and given clear objectives for Internet use
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation
- Pupils will be shown how to publish and present information to a wider audience

- As it is a requirement of the National Curriculum orders for ICT and is implied in other subjects.

### **Evaluation of Internet content**

- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law
- Pupils will be taught the importance of cross checking information before accepting its accuracy and the importance of identifying the source
- Pupils will be taught how to report internet content they find unpleasant.

### **How ESafety will be taught**

#### **Introducing the e-Safety policy to pupils:**

In the Foundation Phase access to electronic technologies will be by adult demonstration with directly supervised access to specific, approved on-line materials, e-safety rules will be introduced and reinforced during these sessions (as appropriate to the age of the pupils).

- E-safety rules will be posted in the ICT suite and discussed with the pupils regularly.
- Instruction in responsible and safe use will precede Internet access in KS2.
- Pupils will be informed that network and Internet use will be monitored and appropriately followed up.
- E-safety training will be embedded within the ICT/IT scheme of work and supported by recognised educational websites guides to e-safety for primary schools.

### **Managing Internet Access and Technologies**

#### **Information system security:**

- School ICT systems security will be reviewed regularly
- Virus protection will be updated regularly
- Portable media, such as memory sticks, may not be used by pupils without specific permission followed by a virus check
- Portable media, such as memory sticks, may not be used to save information on individual pupils
- Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to e-mail.
- Files held on the school's network will be regularly checked.

### **E-mail**

E-mail is an essential means of communication for both staff. Directed email use can bring significant educational benefits and interesting projects.

- Pupils will only use approved e-mail accounts on the school system where all contacts are internal. Pupils may not access personal email accounts in school
- Foundation Phase and KS2 pupils will explore the skills of e-mail through appropriate educational systems
- Each iPad has its own email address, only allowing internal emails.
- Pupils must immediately tell a teacher if they receive an offensive e-mail
- In e-mail communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission
- Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known
- Teachers to use their school e-mail accounts

- E-mail sent to an external organisation is written carefully and authorized before sending
- The forwarding of chain letters is not permitted
- The sending of abusive or inappropriate email messages is forbidden

### **Published content and the school website**

The school website [www.gaerprimary.co.uk](http://www.gaerprimary.co.uk) celebrates the life of the school and the achievements of pupils. The point of contact on the Website is the school address, school e-mail and telephone number. Staff or pupils' personal information is not published.

The Headteacher and the ICT Leader, Mr. M Coles, take overall editorial responsibility and try to ensure that content is accurate and appropriate. All staff, Chair of Governors and Chair of PTA have access to the website as appropriate.

### **Publishing pupil's images and work**

- Parents will be clearly informed of the school policy on image taking and publishing
- Permission from parents or carers is obtained before photographs or work is published
- Pupils' full names are not used anywhere on the Web site or other online space
- The copyright of all material is held by the school, or is attributed to the owner where permission to reproduce has been obtained
- Pupil image file names will not refer to the pupil by name.

### **Social networking and personal publishing**

- Pupils will not be allowed to access social networking sites, without prior permission (School accounts for Twitter and YouTube only), but the school will consider how to educate pupils in their safe use
- Pupils will be advised never to give out personal details of any kind which may identify them, their friends or their location
- Pupils and parents will be advised that the use of social network sites outside school brings a range of dangers for primary aged pupils

### **Managing filtering**

The school works in partnership with parents and Newport City Council to ensure that systems to protect pupils are reviewed and improved:

- If staff or pupils come across unsuitable on-line materials, the URL address and content must be reported to the LA WebSense manager via the ICT Leader.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

### **Managing video conferencing and web cam use**

Video conferencing is always carefully supervised and pupils must ask permission before accepting or making any calls.

### **Managing emerging technologies**

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- The use of mobile phones is not permitted in school.
- The appropriate use of 'Learning Platforms' will be discussed as the technology becomes available within the school.

### **Protecting personal data**

*Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 and other relevant legislation.*

### **The mis-use of Technology- E-Safety complaints**

Prompt action is required if a complaint regarding the inappropriate use of the internet is made. The facts of the case need to be established, for instance whether the Internet use was within or outside school.

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the Headteacher.
- Complaints of a child protection nature must be referred to the named person and dealt with in accordance with school child protection procedures
- Pupils and parents will be informed of consequences for pupils misusing the Internet
- A minor transgression of the rules may be dealt with by the teacher as part of normal class discipline

Other situations could potentially be serious and a range of sanctions are in place, linked to the school's assertive discipline policy.

- Sanctions available include:
  - interview/counselling by Headteacher
  - informing parents or carers
  - removal of internet or computer access for a period.

Parents and pupils will need to work in partnership with staff to resolve issues. As with other safeguarding issues, there may be occasions when the police must be contacted.

### **Staff and the e-Safety policy**

All staff (or persons not employed by the school who are likely to have access to the school's ICT systems) must adhere to the ICT and eSafety policies and are made aware of developments in staff meetings.

Staff should be aware that network and internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. A list of users is recorded by the school.

Staff should also be aware that at home use of social networking sites should be guided by the school's social networking policy. The monitoring of Internet use is a sensitive matter.

Staff will use a child friendly safe search engine when accessing the web with pupils

Staff will not use personal digital cameras or mobile phones to take images of pupils unless such devices have suitable security, as agreed with the Head Teacher.

Staff should be aware of the danger of using home gaming networks, which do not require a password as information can unwittingly be passed to strangers.

### **Parent and Carer Responsibilities**

- The school will ask new parents to sign the home / school agreement when they register their child within school and a partnership in e - safety approach with parents is encouraged

- Internet use in pupils' homes is increasing rapidly, encouraged by offers of free access and continual media coverage. Unless parents are aware of the dangers, pupils may have unrestricted access to the Internet
- Parents are also advised to check if pupils' use elsewhere, such as libraries, is covered by an appropriate use policy
- Internet issues will be handled sensitively, and parents/carers will be advised accordingly
- A list of e-safety web sites giving advice for parents/carers can be found in the appendices.

### **Monitoring Evaluation and Review**

The school will take all reasonable precautions to prevent access to inappropriate material. However due to the international scale of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to our school network. Neither the school nor Newport City Council can accept liability for any material accessed, or any consequences of Internet access. Methods to identify assess and minimise risks will be reviewed regularly. The Headteacher will ensure that the e-safety policy is implemented and compliance with the policy monitored. The schools e-safety Policy and its implementation will be monitored and reviewed on an annual basis. The e-safety policy has been agreed by all staff and approved by the governors.

### **Appendix**

#### **Useful parent Web sites**

- [www.childnet-int.org](http://www.childnet-int.org) -. Childnet International produce an online CD guide specifically for parents KnowITAll - [www.childnet-int.org/kia/](http://www.childnet-int.org/kia/)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) - The ChildExploitation and Online Protection (CEOP) Centre has set up its own educational website which has been designed and written specifically for children, young people, teachers, parents and carers.
- [www.myguide.gov.uk/myguide/MyguideHome.do](http://www.myguide.gov.uk/myguide/MyguideHome.do) - My Guide is a government website designed to help adults get started with using computers and the Internet
- [www.getsafeonline.org/](http://www.getsafeonline.org/) A beginners guide to using the Internet safety, including a quiz and some video tutorials about how to 'stay safe' on-line.
- [www.nextgenerationlearning.org.uk/At-Home/Internet-safety/](http://www.nextgenerationlearning.org.uk/At-Home/Internet-safety/) - Becta Next Generation Learning website provides some good advice for parents about Internet safety
- [www.kidsmart.org.uk/](http://www.kidsmart.org.uk/) - Kidsmart is an award winning internet safety website for parents and those working with children. It has been developed by the children's internet charity Childnet International and has excellent information on many of the technologies used by children, with guidance on how to 'stay safe' online.
- [www.ofcom.org.uk/advice/guides/media/](http://www.ofcom.org.uk/advice/guides/media/) - Managing your Media - Good Ofcom online safety video and guide for parents/carers
- [www.bullying.co.uk](http://www.bullying.co.uk) - One in five young people have experienced bullying by text message or via email. This web site gives advice for children and parents on bullying.
- [www.chatdanger.com/](http://www.chatdanger.com/) - This website is about the potential dangers with interactive services online like chat, IM, online games, email and on mobiles. It provides information, advice, true stories and games.

The resource page also contains a number of links to other useful websites.

- <http://parents.vodafone.com/> - Vodafone have developed this website in conjunction with mumsnet. It is very accessible and provides information and guidance to parents with understanding their child's digital world and get more involved. There is even an on-line test to see how much you know!

## **Part 8 - Behaviour, Discipline and Anti-Bullying**

This document is a statement of the aims, principles and strategies for Behaviour and Discipline at Gaer Primary School. LA guidelines have been taken into consideration in the formulation of this policy. It was approved by the governing body in the Spring Term 2017.

### **Purpose of the Policy**

This policy should be read in conjunction with the Policy for Learning and Teaching as, together, these establish the general ethos of the school.

This policy provides a framework for the creation of a happy, safe, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

### **Equality**

Staff never discriminate, or allow personal feelings, prejudices or assumptions about race, language, ethnicity, additional educational needs, disability, age or gender to affect their treatment of pupils when dealing with positive and/or negative behaviour.

### **Aims**

Our aims for behaviour are that all children will:

- be respectful and understanding with consideration for the rights, views, beliefs and property of others;
- develop a responsible and co-operative attitude towards work and towards their role in society;
- achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- take a pride and responsible interest in caring for the environment.

### **Principles**

Every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes the involvement of the LA, governors, parents and others in the community.

### **Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- esteeming children and adults as individuals and respecting their rights, values and beliefs;



- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work.
- addressing all conduct involving bullying or harassment;
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently;
- caring for, and taking a pride in, the physical environment of the school;
- working as a school family, supporting and encouraging one another.

The management (governors and Senior Management Team) work towards the school's aims by:

- taking lead in the establishment of a positive school ethos;
- taking responsibility for devising and implementing a Learning and Teaching Policy which acknowledges its influences on pupils' behaviour and motivation;
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken;
- recording and reporting incidents of serious misconduct;
- taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.

Teachers work towards the school's aims by:

- providing a challenging and stimulating curriculum designed to enable all children to reach the highest standard of personal achievement;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- enabling children to take increasing responsibility for their own learning and conduct;
- ensuring that learning is progressive and continuous;
- taking quick firm action to prevent one child inhibiting another's progress;
- providing opportunities for children to discuss appropriate behaviour;
- working collaboratively with a shared philosophy and commonality of practice.

Pupils work towards the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep;
- attending school regularly;
- being punctual and ready to begin lessons on time;
- being organised - bringing necessary kit, taking letters home promptly, returning books efficiently;
- noting and understanding the rationale behind the non-negotiable school rules;
- conducting themselves in an orderly manner in line with these rules;
- taking growing responsibility for their environment and for their own learning and conduct;

Parents work towards school's aims by:

- ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays out of term time whenever possible);

- signing and accepting the home/school agreement; (See Appendix 1)
- telephoning, emailing (or providing prompt notes) to explain all absences;
- providing support for the discipline within the school and for the teacher's role;
- being realistic about their children's abilities and offering encouragement and praise;
- participating in discussions concerning their children's progress and attainments;
- ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour;
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to home learning, hearing reading and assistance in learning of tables and spellings;
- allowing children to take increasing personal and social responsibility as they progress throughout the school;
- accepting responsibility for the conduct of their children at all times.

### **Procedures**

For ensuring involvement of all members of the school community include:

- constant reviews of behaviour by senior staff, and any issues that arise are brought forward at staff meetings for discussion;
- Informal meetings of representatives of teaching and non-teaching staff to review behaviour issues;
- frank and open debate about behaviour at governors' meetings.

For developing good partnership with parents include:

- Informal contact with teachers who are accessible to parents before and after school, by appointment if possible.
- communication channels including newsletters from school and P.T.A.
- Bi-annual parent's meetings
- A programme of meetings and open days, productions and P.T.A. fund raising events.
- An induction programme for reception pupils.
- A prospectus issued to all new parents which outlines the school's behaviour/discipline policy.
- Welcoming parents into the classroom, both on a regular basis (e.g. to offer support with reading, art and craft, for example) and for occasional demonstrations or discussions.
- Welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities.

For promoting desirable behaviour include:

- A programme for Personal and Social Education (PSE) designed to promote mutual respect, self discipline and social responsibility.
- Staff acting as role models.
- Staff offering guidance to children including praise and encouragement.
- The compilation of a set of school rules, rewards and consequences in line with Newport LEA initiative for Assertive Discipline. (See Appendix 2)
- The provision of a curriculum designed to stretch and engage each child.
- Classroom organisation which facilitates independent working.
- The encouragement and appreciation of children who act as positive role models.

- Collaborative work within classes which helps to develop good relationships.
- A class reward system is in place for good learning and behaviour where class points to feed into a class reward.

For eliminating undesirable behaviour include:

- Clear guidelines on responding to behavioural issues which has the full commitment of staff.
- A schedule of sanctions for undesirable behaviour.
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to incidents of bullying and racial or sexual harassment.
- Activities provided for the children during "wet" lunchtimes.

For promoting care of the physical environment include:

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem.
- Involvement of children, parents and, where practical, the implementation of developments to the school environment.
- The commitment of P.T.A. funds to developments to the school environment.
- A variety of security measures including an alarm system and movement sensitive lighting.
- Exterior lighting.

Appendices include:

1. Home/School Agreement
2. School Golden Rules/rewards/consequences.
3. Lunch time procedures and disciplinary steps.
4. Anti-bullying policy.
5. Exclusion Policy.

APPENDIX 1.  
**NEWPORT COUNTY BOROUGH COUNCIL-GAER PRIMARY SCHOOL  
HOME/SCHOOL AGREEMENT**

**THE SCHOOL WILL:**

- Provide a safe and caring environment for learning
- Encourage achievement through offering the best learning opportunities
- Contact parents if there is a problem with attendance or punctuality
- Let parent know of any concerns over a child's work or behaviour
- Set, mark and monitor homework
- Arrange parent consultations so that progress can be discussed.
- Keep parents informed through letters home, news sheets and notices.

Signed: ..... Mr A. Smith (Headteacher)

**THE FAMILY WILL:**

- See that the child goes to school regularly, on time and properly equipped.
- Tell the school about any problem that might affect the child's work or behaviour.
- Support the child with reading and homework.
- Support the school's behaviour policy and ethos.
- Attend parents' consultations and discussions about progress.
- Encourage the child by talking and listening with the child about school.

Signature: .....

**THE CHILD WILL:**

- Keep unkind words, objects, hands and feet to themselves
- Listen to the chosen speaker
- Take care of themselves, others and our school
- Take responsibility for their actions
- Follow instructions

Pupil's name: .....

## APPENDIX 2

### **GAER PRIMARY SCHOOL GOLDEN RULES:**

- We keep unkind words, objects, hands and feet to ourselves
- We listen to the chosen speaker
- We take care of ourselves, others and our school
- We take responsibility for our actions
- We follow instructions

### **POSITIVE RECOGNITION.**

1. Praise
2. Stickers
3. Headteacher/Other Adult praise and stickers.
4. Individual Merit.
5. Star Pupil Certificate.

### **CONSEQUENCES.**

1. Reminder of Golden Rule
2. Warning
3. Moved away from your group.
4. Moved from your class to another class within the team
5. Sent to Phase Leader/ Headteacher
6. Parents contacted.

### **SERIOUS CLAUSE.**

**PARENTS CONTACTED IMMEDIATELY – FIXED TERM / PERMANENT EXCLUSION CAN RESULT**

## **APPENDIX 3**

### **LUNCH TIME PROCEDURES.**

School staff are timetabled to provide supervision during lunchtimes, alongside midday supervisors. School staff ensure that the school rules/rewards/consequences procedures are applied consistently. In addition to these, rules/rewards system takes place in the dining hall.

### Canteen/Lunch Hall Rules

1. Keep the floor clean and tidy
2. Use partner voices
3. Use your cutlery correctly
4. Sit properly at the dining table and show good manners
5. Put your hand up if you need help
6. Line up and walk sensibly when leaving the hall

## Appendix 4

### GAER PRIMARY SCHOOL

### ANTI-BULLYING POLICY

#### General Statement of Policy

#### Equalities Statement

Gaer Primary School is a caring environment in which we promote self-discipline, mutual respect and responsibility, regardless of ethnic group, age, disability, additional educational needs and gender. We therefore see bullying as an intolerable form of behaviour. This policy reflects the school's thinking in terms of causes, effects and responses to a bullying situation.

#### What is bullying?

For the purpose of this policy bullying is defined as a manifestation of physical, verbal or psychological violence, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation. The act of bullying is not accidental and nor is it an isolated incident, but it is on-going and intentional.

#### What to be aware of

Bullying can take many forms, but there are five main types:

- Physical violence, hitting, kicking, taking belongings, destroying work
- Name-calling and teasing, including racist remarks and insults
- Spreading stories about someone (verbally or in written messages), isolating individuals from group activities
- Making threats
- Cyber Bullying

#### Characteristics of bullying behaviour

- Bullies relying on power or domination, often with group support.
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it.
- Social codes making victims feel they should not tell.
- Name-calling.
- The isolating of victims.
- Bullying occurs over a long period of time. (This does not just sort itself out or cease with the natural passage of time).
- Victim's distress caused by anxiety about future attacks.
- Social ostracism, malicious gossip, exclusion, mental cruelty as well as physical abuse.
- Intimidation and rude gestures.
- Threats and extortion.

## Response to incident

Direct action against bullying should occur within a context that reminds pupils that this form of behaviour is unacceptable.

Teacher discretion should verify the severity of the incident and the response and sanctions that will be implemented

Class teachers must report 'bullying' to their key stage leader, who will deal with the situation in conjunction with the Head Teacher.

It is important that all relevant adults should be informed of the incident. This may include:-

- class teachers of the children involved
- rest of staff (including mid-day supervisors) to be vigilant for reoccurrence
- parents/carers of the victim
- parents/carers of the perpetrator

## Sanctions

Specific incidents of bullying should be dealt with immediately as stated in the behaviour policy.

## Rationale

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

## Aims

To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour

To take positive action to prevent bullying from occurring through a clear school policy on Person and Social Education. (PSE)

To show commitment to overcoming bullying by practising zero tolerance.

To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.

To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

## Achieving Aims



All action relating to curricular issues underpins the belief in valuing people as individuals and their right to a bully-free environment.

The stated aims will be further achieved through the school's policies and programmes already in practice.

### **Staff Responsibilities**

To implement procedures to confront bullying in any form.

To listen to all parties involved in incidents.

To investigate as fully as possible.

To take appropriate action, or to refer the matter to a member of the management team for further action.

To promote the use of a range of teaching and learning styles and strategies which challenge bullying behaviour.

To promote open management styles which facilitate communication and consultation .

To foster by example the values we as a school believe in.

To promote the use of interventions which are least intrusive and most effective.

To monitor the extent to which the above are being carried out by regular discussions between management, staff, pupils and parents.

As Head teacher, I accept the responsibility to ensure that this policy is adhered to as fully as is practicably possible. I am therefore the named person in this context.

This and other school policies will be reviewed regularly and revised as necessary, in the ongoing process of school development planning.

## **Part 9 - Positive Handling**

### **FOREWORD**

This document is a result of a draft document produced by Newport LA in response to schools' requests following the publication of the W.O. Circular 041/2010: Safe and Effective Use of Reasonable Force and Searching for Weapons. It should be read in conjunction with the LA's "Policy and Guidance Framework - The Use of Reasonable Force to Control or Restrain Pupils"(Draft January 2001). They have been written to make explicit the expectations that the LA has of school staff and those responsible for their training. Staff working with children and young people have a duty of care towards them and have a responsibility to act in ways to promote their well-being and safety. Staff acting in good faith, working within these guidelines and protocols will be positively supported in their actions by the school and the LA.

Both children and staff have rights. This document attempts to ensure that staff have a safe, supportive, carefully managed and monitored environment, and that children's needs, safety and rights are respected and nurtured.

## Contents

1. Policy Statement
2. The legal use of force
3. Objectives of this policy
4. Those who can use reasonable force
5. When reasonable force might be appropriate
6. Procedures and practical considerations during specific incidents
7. Application of force during specific incidents
8. Reporting and recording incidents
9. Debriefing following serious incidents
10. Other procedures concerning incidents
11. Planning for incidents and meeting training needs
12. Arrangements for informing parents
13. Physical contact with pupils in other circumstances
14. Complaints

Appendix 1                      Authorised Staff

Appendix 2                      School Log

Appendix 3                      Serious Incident Form

## **The Use of Positive Handling**

### **Policy Statement**

This policy is based on W.O. Circular 37/38 and the corresponding Newport LA document, The Use of Reasonable Force to Control or Restrain Pupils- Policy and Guidance framework. This should be read in conjunction with the council's policy on "Care and Control and the Use of Force".

At Gaer Primary School we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this are set out in the school policy on positive behaviour management.

Staff at Gaer Primary School are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a

need, reflected in common law, to intervene when there is an obvious risk of safety to pupils, staff and property.

For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

It should be emphasised that if used at all, restraint (referred to in this document as **positive handling or "restrictive physical handling" which is the Welsh Assembly Government's preferred term**) should be seen in the context of a further positive action of care and concern. In line with Welsh Office and LA advice, it is used as a 'last resort' option. In the most extreme cases, other strategies will always have been attempted first.

As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

This policy will be reviewed annually by the Governing Body and all parties will be informed by the Head teacher if there are changes that affect them.

### **The Legal Use Of Reasonable Force To Control Pupils**

Teachers and other persons authorised by the head teacher to have charge of pupils may use reasonable force to prevent pupils:

- causing injury to themselves or others
- committing a crime
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline

Reasonable force has no legal definition but:

- must take into account the circumstances of the incident, age, gender and development of the pupil
- the degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum needed.
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal.

### **Objectives of This Policy**

To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force.

To emphasise that the use of positive handling is

- Part of a positive care and control approach to discipline and welfare
- A last resort, or a necessary expedient option to be used in extreme circumstances.

To ensure that all members of staff or authorised persons who may have to positively handle pupils, clearly understand the options, strategies and training opportunities open to them.

### **Those Who Can Use Reasonable Force**

We recognise that most of the time positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

All teaching staff have a contractual duty for "maintaining good order and discipline among pupils and safeguarding their health and safety" (*Part XI - Conditions of Employment Teachers; 39:7; Discipline, Health and Safety.*); and should it be necessary, the nature of their roles authorise positive handling.

Support staff require specific authorisation to use positive handling interventions. This authorisation can only be given by the head teacher or someone deputising in his/her absence.

Authorised staff will be notified formally. A list of authorised staff is available. (Appendix 1)

Appropriate training will be provided.

### **When Reasonable Force Might Be Appropriate**

We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated above, reasonable force might be appropriate when;

- Action is necessary in self-defence or because of imminent risk of injury
- There is a serious and developing risk of damage to property

### **Examples**

- Pupil attacks a member of staff, another pupil, attempts self-injury, pupils are fighting
  - Pupil is causing or about to cause deliberate damage or vandalism
  - Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects
  - Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
  - Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school
- Where pupil's behaviour is seriously prejudicial to good order and discipline

### **Examples:**

- Pupil persistently refuses to obey an order to leave the classroom
- Pupil is behaving in a way that is seriously disrupting a lesson

Wherever possible early support from colleagues will be sought.

Strategies other than force will be considered e.g.

- providing disruptive pupil with a choice of locations to exit to, giving clear directions and allowing 'take-up' time thus allowing a 'face-saving' opportunity,
- removing the audience, i.e. other pupils leave the room,
- letting another member of staff take responsibility for managing the incident.

### **Procedures and Practical Considerations During Specific Incidents**

Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, remind them of consequences, tell them what will happen if s/he does not stop
- Seek assistance from other colleagues at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Try to defuse the situation orally and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance

It is good practice:

- Not to give the impression of being out of control
- Not to give the impression of having lost your temper or are acting out of anger or frustration
- Not to give the impression of trying to punish the pupil
- Not to intervene in an incident without help unless it is an emergency or staff are confident of being able to help without risk of injury or making the situation worse.
- To call for assistance.

### **Application of Force During Specific Incidents**

Methods that staff **may use** must be appropriate to the circumstances of the case and are supported by a risk assessment. This may include:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement (e.g. Risk Assessment may have already highlighted the need to organise or structure a classroom to accommodate particular pupils. Reactive use of moving furniture is not recommended.)
- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" - remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to resist a pupil's movement

- Holding - for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- In extreme circumstances - more restrictive holds. Staff should take care that their actions could in no way be capable of being interpreted as aggressive. All holds should be devised to minimise the risk of injury. They should not cause pain.

Staff **may not** carry out any action that might reasonably be expected to injure including:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

Such actions might be the only viable option in the most extreme situation when emergency action is needed to prevent the risk of serious injury or loss of life, e.g. to prevent a pupil running into a busy road or to stop an extremely violent assault.

Other considerations for **non-urgent situations** where the risk to people or property is not imminent:

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for good behaviour management
- In non-urgent situations force should only be used when all other methods have failed

### **Reporting and Recording Incidents**

It is essential to protect children and to safeguard the interests of staff that good records are kept every time reasonable force is used to control a pupil or if someone suffers injury during an incident.

In Gaer Primary School, in exercising their duty of care, staff will record incidents in the bound book which is kept in the Headteacher's office.

Once a situation has been brought under control, the responsibilities of staff, Heads and Managers **after every incident** are -

### **Employees**

1. **Obtain medical attention (if necessary) as soon as possible.** All employees should be aware of the location of qualified first aiders and first aid boxes. For more serious injuries, all employees should be aware of the procedure to be followed to obtain professional medical assistance, including the location of telephones and emergency numbers.

2. **Tell your Headteacher as soon as possible.** Heads should ensure that new and temporary staff are briefed on supervision and reporting arrangements.
3. **Minor and Serious Incidents** - Log the incident in the Bound Book. Staff use their professional judgement in deciding the severity of an incident. As a guide if the answer to both the following questions is "yes", this should be logged as a minor incident.
  - ✓ Was there a risk of injury or serious disruption if there is no intervention?
  - ✓ Was there a risk of the intervention being misconstrued?

You may want to take advice from a senior colleague, your Union or Professional Association when compiling a report. You should ask witnesses to complete statements, and you should get a copy of the form after it has been signed by the Head, which you should keep for your own records.

### Headteachers

1. **Ensure the situation is under control and that all participants are safe from further injury as soon as possible.** Ensure that anyone who has been injured seeks medical attention as soon as possible.
2. **Investigate the incident.** All incidents must be investigated to establish the cause, although Heads should use their discretion about the extent of the investigation. Ensure that witnesses complete statements and where necessary, staff directly involved in the incident complete either an entry in the school log (for minor incidents) or a Serious Incident report form within 24 hours.
3. **Inform the pupil's parents** verbally at the end of the day or by letter, but if they cannot be reached, they should be contacted by letter and given an opportunity to discuss the incident. It may be necessary to write to the pupil's parents in any event if the incident is very serious and further disciplinary action in line with school's behaviour policy (or protocol) is necessary.
4. **Initiate remedial action and monitor effectiveness.** If further incidents are to be prevented, it is essential that appropriate remedial action is taken as soon as possible and that its effectiveness is monitored. Further action may be necessary if incidents are repeated. The pupil's continued placement in mainstream school or specialist placement should be considered if it is clear that the pupil cannot be managed safely and there is a significant risk to the pupil, staff or others which cannot be adequately controlled. If a pupil has a statement of special educational needs the appropriate reviewing procedures will need to be followed.
5. **Complete the entry in the Bound Book**

Incidents which result in serious injury leading to time off work or hospital visits may be reportable to the HSE under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). Heads should seek advice from the Health and Safety Advisor if they are unsure whether RIDDOR applies, and, if appropriate, should send completed RIDDOR forms to the HSE with a copy to the H&S Advisor.

9. **Headteachers should review the record of incidents with a Governor at least once each term** to review training needs and the effectiveness of safety procedures.

### **Educational Psychology and Behaviour Support Service -**

1. Record receipt of all Incident Report Forms and review action taken. Schools will be contacted to discuss incidents and remedial action.
2. The Psychology Service will take an overview of the effectiveness of safety procedures, including training in positive handling and will initiate changes where appropriate.
3. This overview will include reviewing with schools, on at least an annual basis, their record of incidents.
4. Send a copy of the Incident Report form to the Health and Safety Advisor where there is an injury to **any** participant.

### **Health and Safety Advisor - John Ebdon**

1. Record receipt of all Incident Report Forms received from EPS and review action taken.
2. Investigate incidents where appropriate, but particularly where there are serious injuries, RIDDOR implications or a likelihood of legal action.
3. Send a completed copy of the Incident Report form and any investigation report to the Council's Insurance Section if there appears to be a potential claim against the Council.
4. Complete a quarterly summary of incidents in accordance with the Council's accident reporting procedure.
5. Take account of information from incident reports in preparing the Health and Safety Action Plan.

### **Debriefing Following Serious Incidents**

Pupils and members of staff will be checked for any sign of injury and first aid or medical treatment will be administered if required in line with school's policy.

The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day the debrief will occur as soon as possible after the pupil returns to school. All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

### **Other Procedures Concerning Incidents**

If necessary and appropriate the Chair of Governors, LA, social services or police will be informed /consulted. Help, support and reassurance will be given where appropriate to any victims involved.

Where possible an attempt will be made to help the pupil modify their behaviour.

If possible, meaningful or appropriate, the pupil will apologise and other consequences/sanctions reparations and monitoring take place. In serious cases exclusion will be considered.

### **Planning for incidents and meeting training needs**

If it appears likely that a pupil will require positive handling, the school will plan how to respond. This will include involving the parents to ensure they are clear about what specific action the school might need to take and obtaining medical advice if the child has any specific health needs. A positive



handling agreement will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Development Plan (IDP) or Pastoral Support Plan (PSP). It will be regularly reviewed.

In cases where it is known that a pupil will require positive handling, appropriate training will be provided (accessed through EPS) for relevant staff. Staff and Heads/managers will, through risk assessment, identify their training needs in this area, and arrange appropriate training, in consultation with EPS.

### **Arrangements for Informing Parents**

At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy.

Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the school brochure/prospectus/report.

As indicated, for some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their IDP/ Behavioural Plan or PSP. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All intervention will be routinely recorded and monitored.

Parents will be informed after restraint where positive handling is used with a pupil.

### **Physical Contact With Pupils In Other Circumstances**

Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

Some physical contact may be necessary on other occasions, e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to give first aid or reassurance.

Young children and children with SEN may need staff to provide physical prompts or help

Physical contact must always be appropriate and done openly.

### **Complaints.**

This policy is in accordance with the LA policy in respect of the use of restrictive physical interventions in schools. As such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions by the school and the LA.

Involving parents when an incident occurs, and having a clear policy about physical contact with pupils to which staff adhere, will help avoid complaints from parents. Providing staff with approved training will also help.

All complaints will be recorded and followed up by the head teacher or their representative in the first instance. Where appropriate the LA will be notified/kept informed.

A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection procedures. See other guidance in the school Child Protection Policy

## Appendix 1

Staff Authorised to use Positive Handling with Pupils.

The following teachers and support staff have been authorised by the head teacher to use reasonable force to intervene with pupils. They have been given appropriate instruction and training regarding positive handling of pupils, and have read the school policy on "The Use of Restrictive Physical Interventions"

Name	Designation	Signature	Date

Signed:

Designation:

Date:

## **Part 10: Welfare Policy**

### **1 Introduction**

- 1.1** The health, safety and welfare of all the people who work or learn at Gaer Primary School are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health and safety of all children and members of staff. This policy addresses issues specific to the welfare and wellbeing of children and staff. There is a separate policy which specifically addresses Health and Safety at school.

### **2 The school curriculum**

- 2.1** We teach the children about health and safety in order to equip them with the skills, knowledge and understanding to enable them to live positive, successful and healthy lives. Teachers take every opportunity to educate children in this regard in the normal school curriculum. For example, in the KUW / Geography curriculum children learn about the work of the police and fire service, about the danger of fire, and how to avoid accidents. Through the KUW, CD, D&T and Science curriculum we teach children about hazardous materials, and how to handle equipment safely.
- 2.2** We teach children respect for their bodies, and how to look after themselves. We discuss these issues with the children in PSE and PSWBCD lessons and we reinforce these points in D&T, where children learn about healthy eating and hygiene. We also show them how to move and play safely in PE/PD lessons.
- 2.3** Health and safety issues also arise when we teach care for the environment and awareness of the dangers of litter. Key Stage 2 children receive sex and drugs education. (See the Substance Misuse Policy and the Sex and Relationships Policy.)
- 2.4** Our school promotes the spiritual growth and welfare of the children through the PSWBCD and RE curriculum, through special events such as harvest festivals, and through the daily act of collective worship.
- 2.5** Each class has the opportunity to discuss problems or issues of concern with their teacher. Teachers use circle time to help children discuss and overcome any fears and worries that they may have. Teachers handle these concerns with sensitivity.

### **3 School meals**

- 3.1** Our school provides the opportunity for children to buy a meal at lunchtimes. If parents are in receipt of income support, they may claim free school meals for their children. We do all we

can to ensure that the meals provided have a suitable nutritional value, in line with the requirements of the School Standards and Framework Act of 1998.

- 3.2 If children choose to bring their own packed lunch, we provide them with a suitable place to eat their lunch, and we supervise them during this time.
- 3.3 Our school promotes a healthy lifestyle. At playtimes the children can bring fresh fruit or vegetables for their snack. The children are also encouraged to bring water to school to drink regularly through the day.

#### **4 School uniform**

- 4.1 It is our school policy that all children wear the school uniform when attending school, or when participating in a school-organised event outside normal school hours. We agree the requirements for school uniform with parents and we review these regularly.
- 4.2 We always have a sensitive approach where the issue of regulations regarding uniform conflict with any child's religious or cultural beliefs. We have drawn up the regulations regarding school uniform with due regard to issues of equal opportunity and any form of discrimination.
- 4.3 It is the responsibility of the headteacher to ensure that the school uniform policy is enforced. It is not our school policy to exclude children from the school if they, for whatever reason, do not have the proper school uniform.
- 4.4 We ask parents to equip their children with the necessary uniform and school equipment, so that they are able to participate fully in all school activities. If a child repeatedly attends school without the correct uniform, we will inform parents and request that they make sure their child leaves home with the proper uniform. If a parent is in financial difficulties, and this results in a child not having the correct uniform or not having adequate equipment, our school will do all it can to support the parent. We ask parents not to send their child to school with 'extreme' hairstyles or the sort of appearance that is likely to cause them to draw attention to themselves. We ask parents to discuss any issues relating to their child's appearance if this is influenced by religious belief.
- 4.5 On grounds of health and safety we do not allow children to wear jewellery in our school. The exception to this rule is ear-ring studs in pierced ears. We ask children either to remove these during PE and games or to cover them with a plaster.

#### **5 Child Protection**

- 5.1 There is a named person responsible for child protection in the school. This is the Head Teacher. There is a named Governor with link responsibility for child protection.

- 5.2 If any teacher suspects that a child in their class may be the victim of abuse, they should immediately inform the Head Teacher about their concerns.
- 5.3 The school's named child protection officer works closely with social services and the Area Child Protection Committee (ACPC) when investigating such incidents. We handle all such cases with sensitivity and we place paramount importance on the interests of the child.
- 5.4 We require all adults employed in school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse.

## **6 School Security**

- 6.1 While it is difficult to make the school site totally secure, we will do all we can to ensure the school is a safe environment for all who work or learn here. Each morning the children filter into school and straight to their classrooms from 8.50am. Parents are informed that children should not be on the premises before this time. At 9.00am the school doors are locked and entry for late comers and visitors is through the front main entrance. The main door is locked with entrance gained only by an electronically operated system. All visitors are required to come to the main entrance and report to the office. They are required to sign in a visitor's book on entering and exiting the building. Parents who pick up children early from school for medical appointments must sign out in a designated book.
- 6.2 We require all adult visitors to the school who arrive in normal school hours to sign the visitors' book in the reception area.
- 6.3 If any adult working in the school has suspicions that a person may be trespassing on the school site, they must inform the headteacher immediately. The headteacher will warn any intruder that they must leave the school site straight away. If the headteacher has any concerns that an intruder may cause harm to anyone on the school site, she will contact the police.

## **7 Safety of Children**

- 7.1 It is the responsibility of each teacher to ensure that all curriculum activities are safe. If a teacher does have any concerns about pupil safety, they should draw them to the attention of the headteacher before the activity takes place.
- 7.2 We do not take any child off the school site without the prior permission of the parent.
- 7.3 If an accident does happen, resulting in an injury to a child, the teacher will do all s/he can to aid the child concerned.

Location of first aid boxes and staff qualifications are detailed in the school Health and Safety Policy.

- 7.4 Should any incident involving injury to a child take place, one of the trained members of staff will be called to assist. If necessary, the school secretary will telephone for emergency assistance.
- 7.5 We record all incidents involving injury in the school accident book, and we inform parents in all cases. Should a child be quite seriously hurt, we contact the parents through the emergency telephone number that we keep on the school files.

## **8 Seat Belts**

- 8.1 We only use coaches and mini-buses where seat belts are provided. We instruct the children to use seat belts at all times when the bus is moving. If pupils are transported in staff cars, seatbelts are insisted upon (and booster seats where relevant).

## **9 Theft or Other Criminal Acts**

- 9.1 The teacher or headteacher will investigate any incidents of theft involving children.
- 9.2 If there are serious incidents of theft from the school site, the headteacher will inform the police and record the incident in the incident book.
- 9.3 Should any incident involve physical violence against a teacher, we will report this to the Health and Safety Executive and support the teacher in question if he or she wishes the matter to be reported to the police.

## **10 Sun Safety**

- 10.1 Gaer Primary School enjoys the use of an exposed yard and large field where children play at break times when the weather and field conditions allow.
- 10.2 An increased awareness of the dangers associated with sunburn and even with tanning of the skin has resulted in the drawing up of guidelines designed to inform pupils and parents of the harmful effects of sunburn and to minimize the likelihood of pupils being over exposed to the sun at school.

To ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight, as part of our Sun Safety Policy we will:

- educate children about the causes of skin cancer and how to protect their skins
- encourage children to wear clothes that provide good sun protection and use sunscreens where appropriate
- try to avoid outdoor activities during the middle of the day
- hold outdoor activities in the shade whenever possible and encourage children to use shady areas when out in the sun
- work towards increasing the provision of adequate shade
- remind children, staff and parents about sun safety by newsletters, posters and activities for pupils
- encourage staff and parents to act as good role models by practising sun safety
- invite relevant professionals to advise the school on sun safety
- monitor the implementation of this policy to make sure that it is effective.

## **11. Access to Drinking Water**

11.1 All children should bring an individual water bottle to school with a sports cap for drinking out of. The bottle should be clearly marked with the child's name.

Children need to drink water regularly throughout the school day. At least 3 -4 glasses of water while at school, more in warm weather and/or when exercising.

### 11.2 How does drinking water link to health?

- Drinking water regularly throughout the day is an important way of protecting health and contributing to well being.
- Drinking an adequate intake of water can help to prevent a range of short and long-term health problems from headaches, bladder and bowel problems to cancer.
- Water is a healthier drink than artificial drinks which may be high in sugar, additives, sweeteners and caffeine. This information follows recommendations made by the British Dental Association. Sweet and acidic drinks (including sugar free) are harmful to teeth, the more frequently they are drunk, the greater harm to teeth.
- The consumption of high sugar soft drinks can cause a rapid rise in blood sugar levels followed by a dip, resulting in low levels of physical and mental energy.
- Some children may be sensitive to additives, caffeine and sweeteners in soft drinks.

### 11.3 How does drinking water improve learning?

- The key to boosting the capacity to learn is frequent small drinks of water throughout the day.
- When we are thirsty mental performance deteriorates by 10%.
- Pupils concentrate better because they are not distracted by feelings of thirst, tiredness and irritability.



Children will achieve more when both their health and learning needs are met. Ensuring free access to water and promoting a regular water intake throughout the day is a vital role for schools in promoting health and providing a healthy learning environment.

#### **11.4 Water Bottle Procedures**

- Clear water bottles marked clearly with pupil's names should be sent to school.
- Water bottles are kept in classrooms so that children have access to them. They are kept either on desks or on suitable work surfaces. They are to be kept away from ICT and electrical equipment.
- Children take home their water bottles at the end of each day to wash. They are then to be filled with drinking water at home and returned to school the next day. Parents/carers have the responsibility for keeping water bottles clean.
- Bottles are only to be filled with drinking water. The transparent nature of the bottles enables staff to check that water is being brought to school. Pupils are reminded regularly to drink throughout the day, (as otherwise after the initial burst of enthusiasm, many children fail to drink).
- Pupils are allowed to drink throughout the day, particularly after PE or after playtimes.
- Water bottles are an additional to other drinks available in school e.g. milk, or the water that is provided at lunchtimes.

## **12 Monitoring and Review**

- 12.1** The governing body has a named governor with responsibility for health and safety matters. It is this governor's responsibility to keep the governing body informed of new regulations regarding health and safety, and to ensure that the school regularly reviews its processes and procedures with regard to health and safety matters. The governor in question also liaises with the LA and other external agencies, to ensure that the school procedures are in line with those of the LA.
- 12.2** The governing body, in consultation with professional advisors, carries out regular risk assessments to ensure that the school is a safe environment.
- 12.3** The headteacher implements the school health, safety and welfare policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- 12.4** The headteacher reports to governors termly on health and safety issues.
- 12.5** This policy will be reviewed at any time at the request of the governors, or at least once every two years.

**These policies were updated in August 2020 by Miss C McCarthy**

Mr A Smith attended L.A. Child Protection December 2014

**They were presented and accepted by the Governing Body in October 2020**

**Staff were made aware of these policies and or updates**

Child Protection is discussed at staff meetings every half term or sooner if necessary

**These policies will be reviewed in Autumn 2021.**

Signed

HT

Signed

COG