



Spofforth CE School Safeguarding Policy 2017- 2018

Written by: Paul Griffiths
Annual Update – October 2017

This policy should be read in conjunction with the following policies:

- Child Protection
- Inclusion
- Teaching, Learning & Assessment Policy
- Visitors and Volunteers Handbook
- Supply Teachers Handbook

Spofforth CE Primary School promotes the safeguarding and welfare of all pupils in its care. All policies work alongside our Child Protection Policy, and Equalities Scheme, which sets out our strategy for ensuring equal opportunities for all.

Contents

It is important to note that the information contained within this policy is not organised in priority order. All procedures contained within this policy are of equal importance and the whole of this policy document should be treated as such.

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Summary of Changes within most recent version of this policy

1. Single policy document for Follifoot School only ensuring key differences e.g. personnel and site specific procedures are clear for all staff, visitors and volunteers.
2. Addition of procedures relating to lockdown (pages 32-33).
3. Addition of procedures relating to Physical Education and outdoor activity (page 34).
4. Addition of information relating to first aid and concussion (pages 18-20).
5. Data protection a short summary for staff, visitors and volunteers (page 35).
6. Updated name changes following staff changes.
7. Updated hyperlinks to other documents – including safety curriculum documents.
8. Change of LADO details.
9. Updated supervision arrangements
10. Updated First Aid/Accident section

Rationale

At Spofforth the safeguarding of all children is of paramount importance. Parents and carers send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Staff and volunteers at Spofforth, whether short term or established, must ensure that this expectation becomes reality. In order to do this, a wide range of measures are put in place and reviewed regularly.

In order to ensure that safeguarding information and guidelines are readily accessible to all adults within our school and presented efficiently in order to enable all adults to exercise their duties consistently and from a sound knowledge base in respect of procedures and expectations, our Safeguarding Policy incorporates the following policy statements:

- Key Personnel
- Key Documents
- Keeping Children Safe in education (KCSiE) Summary of Changes
- Related Policies
- Educational Visits
- Vulnerable groups
- Safe Recruitment of Staff & Volunteers
- Site Security
- Medical Needs of Pupils
- First Aid (including concussion)
- Use of children's images
- Bullying
- Drugs and substance misuse including anti-smoking
- Safe use of the internet
- Late and missing children
- Anti-discrimination
- Safe handling of pupils
- Recording and retention of safeguarding information
- Lockdown
- Physical Education and School Sport
- Data protection short summary for staff

The following safeguarding policies are separate policy documents and should be read in conjunction with this policy.

- **Child Protection**
- **Attendance**
- **Behaviour**
- **Educational Visits**
- **Cyber-Bullying and Grooming**
- **Fire safety**
- **Equalities Scheme**
- **Health and Safety**
- **Inclusion**
- **PSHCE**
- **Sex and Relationships**
- **Privacy Notice**
- **Looked after children**

Aims

- To ensure the safety of all pupils at all times.
- To enable pupils to develop awareness of how they can manage and maintain their own safety in preparation for increasing independence.
- To ensure that all staff, volunteers, parents and visitors are appropriately aware of and fully implement procedures and policies that ensure the safety and security of our pupils.

Key Personnel

Designated Senior Leader (DSL) for Safeguarding and Child Protection

Mr Paul Griffiths (Head teacher)

Contact in school, via the school office or by telephone.

Spofforth—01937 590655

This member of staff is the person to contact should you have concerns about a child's welfare.

Deputy Designated Senior Leader (DSL) for Safeguarding and Child Protection

Mrs Amy Bearman (Teacher)

Contact in school or via the school office.

This member of staff is the person to contact in Mr Griffiths absence should you have concerns about a child's welfare.

Designated Governor for Safeguarding and Child Protection

Mrs Sue Foster

Contact in school or via the school office.

This governor is the person to contact should you have concerns about a child's welfare that **cannot be addressed** with either of the above staff members.

Local Authority Designated Officer (LADO) for Safeguarding and Child Protection




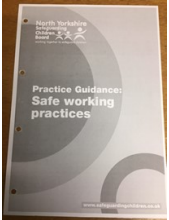
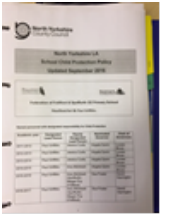

Local Authority Designated Office (LADO)

Email - safeguardingunit@northyorks.gov.uk

01609 532320

This is the person to contact should you have concerns about a child's welfare that **cannot be addressed** with any of the staff or governors at the school.

Key Documents

Document	Document Name	Notes
	<p>Keeping Children Safe In Education (KCSIE) – DfE September 2016.</p> <p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p>	This is statutory guidance . All staff & governors are asked to sign to say they have read Part 1 of this.
	<p>What to do if you are worried a child is being abused. DfE.</p> <p>https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</p>	DfE guidance that is used as part of staff and governor training and informs our practice.
	<p>Individual School Safeguarding Policies</p> <p>http://follifoot.n-yorks.sch.uk/policies/</p> <p>http://www.spofforth.n-yorks.sch.uk/policies/</p>	Annual policy written by school specifically for the schools. Updated for the start of each academic year (or within if needed) covering range of safeguarding issues. Published on both school websites.
	<p>North Yorkshire Safeguarding Board Safer Working Practices</p> <p>http://www.safeguardingchildren.co.uk/professionals/practice-guidance</p>	North Yorkshire Safeguarding board guidance. This informs the process under which referrals are made and dealt with as well as the process for children with child protection plans.
	<p>Federation Child Protection Policy</p> <p>http://follifoot.n-yorks.sch.uk/policies/</p>	School Policy based on NY template. Update annually or following NY updates or following national updates e.g. a new version of KCSIE
	<p>Inspecting safeguarding in early years education and skills settings</p> <p>https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015</p>	Guidance followed by inspection teams in relating to the inspecting of safeguarding.

Keeping Children Safe in Education (KCSIE) summary of changes September 2016

Safeguarding is about a culture of safety that permeates all our work and that is articulated and 'lived out' in daily school life.

Our own monitoring and evaluation and that of external agencies such as peer reviews, the Local Authority and Ofsted will regularly and routinely contribute to this monitoring and evaluating.

Keeping Children Safe in Education September 2016 – This is a key document. All staff MUST have read at least part 1 and have signed an agreement to say they have. **This could be tested by being asked what the key changes have been in the most recent update.**

Part 1: What school staff should know and do

Early help

- The senior designated person DSP is now known as a senior designated leader – to us this is a positive name change as it places greater emphasis on leading of safeguarding developing a safe culture in our school.
- All school staff should be aware of the early help process and understand their role to take timely action to help a child if they have a safeguarding concern.

Staff training

- In addition to all staff attending safeguarding and child protection training, it is recommended that they should receive [updates via email](#) or staff meetings to keep their skills and knowledge up to date. We do this via staff briefings info re vulnerable groups – updates to practice e.g. updates to mobile phone and tablet use autumn 2016.

Reporting concerns

- There is new advice on what to do if there are concerns about a head teacher who is also the sole proprietor of an independent school. Concerns should be reported to the designated officer at the local authority. Sources of additional information and advice regarding whistleblowing have also been added, including a link to [advice on whistleblowing](#) and the [NSPCC Whistleblowing Advice Line](#).
- [Reporting female genital mutilation](#) (FGM) is now a mandatory requirement for teachers.

Part 2: Policies and procedures.

Children missing from education

- Governing bodies should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect.

The role of the designated safeguarding lead

- The designated safeguarding lead should be a senior member of staff from the leadership team.
- Schools can decide whether or not they appoint more than one deputy to the designated safeguarding lead. They must be trained up to the same standard.

Inter-agency working

- The importance of data sharing between agencies is highlighted and that data protection fears should not stand in the way of information sharing.
- [Sexual exploitation](#) is specifically mentioned as requiring inter-agency working.

Online safety

- [Online safety](#) has been given a new sub-heading to highlight its importance.
- A new paragraph has been added highlighting the need for appropriate filters and monitoring systems to be put in place.
- **Stronger wording is used: Schools "should ensure" rather than "should consider" that online safety is included in relevant lessons. Good example to use and relate back to improved classroom practice – and sharing this info with parents via Marvellous ME and school blog.**

Peer on peer abuse

- Peer on peer abuse is included as something all staff should be aware of.
- Sexting is specifically mentioned as a form of peer on peer abuse and schools should ensure that their approach to it is clearly reflected in their child protection policy.

Looked after children LAC

- All school staff should have an awareness of [looked after children](#) and should receive appropriate training to deal with concerns.
- It is clarified that the designated teacher role is only a requirement for maintained schools and academies. PG is designated teacher at present we have no LAC
- There is more detail about the role of the virtual head, how they will use the pupil premium and their relationship to the designated teacher.

Children with special educational needs and disabilities

- New heading and paragraph has been added to highlight that children with special education needs (SEN) face additional safeguarding challenges.

Part 3: Safer recruitment

- Under section 128 of the [Education and Skills Act 2008](#) those in management roles at independent schools, academies and free schools need to have an additional check to ensure they are not prohibited from teaching. This is in addition to a disclosure and barring service (DBS) check.
- There is information about the new Teacher Services system - a database that can be used prior to appointing a teacher to check for prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions.
- Governors in maintained schools are required to have an enhanced DBS check.

Related Policies

Child Protection

Our Child Protection Policy must be read in conjunction with this policy. The Designated Senior Person for Child Protection is Paul Griffiths. The Designated Governor for Child Protection is Sue Foster. Mr Griffiths can be contacted on (01937) 590655. Concerns that cannot be discussed with the Headteacher can be communicated directly to Mrs Foster.

Inclusion

Our Inclusion Policy includes guidelines on provision for high achieving pupils, those who require additional provision within school and those who require external support along with procedures for meeting the needs of all pupils. Our SENCo is Rebecca Simpson. The Designated Governor for SEN is Simon McInerney.

Health and Safety

We have a detailed Health and Safety Policy and associated risk assessments to ensure that our site, the activities that children and adults carry out and the risks associated with these activities are acceptable. Paul Griffiths is responsible overall for Health and Safety in school and the day to day role of Health and Safety Management is shared with the office administrators Julia Moor and Jane Booth. The nominated governor for H&S is Chris Winspear.

Attendance

Our attendance policy outlines our approach to monitoring attendance and actions taken to promote high levels of attendance and respond to any concerns regarding attendance.

Behaviour

This outlines our approach to management of behaviour within our school culture.

Educational Visits

This is in line with NYCC policy guidance and outlines the requirements all staff must meet when planning and conducting an educational visit.

Cyber-Bullying and Grooming

This is in line with all advice and guidance in KCSiE and CEOP/NSPCC guidance and outlines our approach to this aspect of internet safety.

Fire Safety

This separate policy outlines school approaches to fire safety.

Equalities Scheme

Based on NYCC template this outlines school and federation approaches to ensuring equality.

PSHE

This outlines curriculum approaches to the teaching of all aspects of PSHE.

Sex and Relationships

This policy outlines how and when SRE is delivered.

Privacy Notice

This outlines how data is treated and privacy protected.

Looked After Children

Based on NYCC guidance and expectations this outlines the support and monitoring of LAC pupils.

Vulnerable Groups

We believe that inclusion means providing equal opportunities for all learners, regardless of age, gender, ethnicity, prior attainment, social, economic or cultural background.

We recognise that, whilst the needs of every pupil in our care are equally important, there are individuals or groups of pupils who may be more vulnerable than others. It is important that we monitor these groups closely to ensure that they are provided with the care, guidance and support, both academically and pastorally, to enable them to succeed. The needs of the following groups of pupils are monitored closely as part of our assessment and inclusion strategy:

- Boys and girls.
- Minority ethnic and faith groups, asylum seekers and refugees (currently a very small minority within Spofforth School).
- Learners who need support to learn English as an Additional Language.
- Learners with Special Educational Needs.
- Learners who have a disability.
- Learners with a specific gift and/or talent or who are achieving at a higher rate than their peers.
- Those who are looked after by the Local Authority or adopted.
- Any learners who are at risk of disaffection or exclusion.
- Pupils in receipt of Pupil Premium, those in receipt of benefits or those who disclose a low income (as a minority within a school of largely mid to high earning families).
- Pupils who are socially and/or physically isolated (as a rural school serving a number of villages and hamlets spread over a wide area).

All staff (but not necessarily volunteers) are made aware of these groups and work together to ensure that the needs of all individuals are met.

Where appropriate to do so staff will make use of the NYCC Vulnerability checklist <http://www.safeguardingchildren.co.uk/professionals/vulnerability-check-list> in order to fully assess the needs of vulnerable pupils.

Where appropriate school will work closely with the prevention service, the inclusive education service, the healthy child team and children's social care in order to fully meet the needs of vulnerable learners.

In making a referral or request for involvement (RFI) staff members should consult initially with the SENCO and if needed after this the Head Teacher.

Safe Recruitment of Staff and Volunteers

It is of paramount importance that the background and suitability to work with children is checked for all staff and other adults working with our children, whether short term or established, paid or voluntary. We follow the DfE guidance for safer recruitment and ensure that at least one member of our recruitment panel has undertaken the assessed online training. Those within the school who have undertaken this training are;

- Paul Griffiths, Headteacher.
- Sam Corderoy – Foundation governor

When recruiting staff, the Governing Body and Headteacher refer to the DfE Keeping Children Safe in Education (September 2016) Part 3 (pages 22-27) Safer Recruitment and also North Yorkshire County Council HR Department's guidelines for recruitment published on their intranet site.

All staff working with our children, including Governors, are subject to a full check by the Disclosure and Barring Service (DBS) and Barred Lists check. Commencement of work depends on satisfactory clearance. These details, along with D.O.B, address, evidence of immigration status, approved identification documents and a renewal date are recorded on the school's Single Central Record (SCR) which can be found in a password protected file on the school's admin computer. There is no printed copy kept of the SCR for data protection purposes.

For volunteers other than parents and carers who are over 16, references are sought before determining suitability to volunteer in this school. Volunteers under 16 are only admitted into school to volunteer through official programmes attached to their own education establishment such as Y10 Work Experience.

Supply and Temporary Staff

In addition to the above information being obtained, all new supply staff are required to submit a completed North Yorkshire County Council Application Form and give permission for two references to be followed up. This information is kept on file.

Supply staff need not retrospectively provide an application form or references but must provide the above personal information as a minimum requirement. A booklet entitled External Providers' Handbook is provided for all visiting staff, which contains executive summaries of our child protection policy along with policies and procedures that they are required to follow. Within this booklet, key contact persons are named should a visiting adult have any concerns about the safety or welfare of a child.

Visitors, Volunteers and External Providers

External Providers (such as Martial Arts teachers) and regular parent volunteers (who meet the definition of regulated activity) are required to have undergone a DBS check with satisfactory clearance before they are permitted to work unsupervised with pupils.

For parents helping with educational visits, DBS checks are only required if the parent is given unsupervised access to children or where a visit includes overnight accommodation (see Educational Visits Policy).

School age work experience students (under 16) are not DBS checked, however, the school responsible for these students (i.e. Harrogate Grammar School) assesses the suitability of candidates before sending them to primary schools in the area. If this assessment has not taken place, the school may meet with the candidate to assess his/her suitability to work in school. School age work experience students always work in the classroom under the supervision and care of the class teacher.

Volunteers who are looking to work in our school to gain experience before future training or employment are subject to the same checks as new supply teachers and do not commence their volunteer work until these checks are returned and deemed satisfactory. Such volunteers are not required to submit an application form but would not work unsupervised.

As of 2016-2017 volunteers are asked to complete an expression of interest form and would receive appropriate induction including information on safeguarding procedures appropriate to their role in school. A booklet containing summaries of our safeguarding policies and procedures are given to all external providers, visitors and volunteers on their first visit.

Visitors and volunteers always sign in at each visit and wear the appropriate visitors badge indicating if they are supervised or if they have the appropriate clearance checks. It is the responsibility of all the staff to ensure supervised visitors are never left alone with pupils and do not request them to undertake activities that could leave pupils or the visitor in a vulnerable position.

Supervision of Pupils

As with many elements of safeguarding the supervision requirements are direct and prescriptive. If after reading this or any section of the policy staff feel unclear as to what the expectations are they should seek further clarification from the Headteacher. The policy is direct and prescriptive in order to safeguard all members of our school community.

General -

Consistent, appropriate and proportional supervision is crucial in order to ensure pupils are safeguarded both in school and when undertaking activities and events organised and run by school.

There are two types of supervision.

- Direct Supervision – when children are in the sight of an adult or adults and the pupils can see an adult or adults. There are no physical barriers preventing the adult from seeing any child or the child seeing an adult.
- Remote supervision – when an adult cannot directly see the pupil but knows exactly where they are. Where a pupil cannot directly see an adult but knows where to go to find one.

For the vast majority of time in school pupils are under direct supervision. The most common exceptions to this are;

1. When moving around parts of the building with a whole class or large group, adults can not always see the entire line of pupils. Where this is the case staff will apply professional judgement regarding which pupils it is most appropriate to have at the back of the line where remote supervision is applied.
2. A male member of staff supervising female pupils (Yr 5 and up) changing for PE. This is rare as typically there is always a female member of staff available to undertake this supervisory role. Where there is no alternative, the male member of staff will stand outside the door to the room (with the door remaining open), facing away from the pupils but still being able to hear them.
3. When children are using the toilet. Staff would not infringe on the privacy of pupils using the toilet. Steps will be taken to ensure all children can use the toilets confidently and safely without direct supervision.

Breakfast Club Supervision

Breakfast club runs from 7.30 till 8.50 when the children join the adult supervising from 8.50 on the playground. During breakfast club there is one member of staff on duty from 7.30 – 8.00 and then two members of staff on duty from 8.00 – 8.50. Between 7.30 – 8.00 there is always a nominated additional adult who can be called upon in an emergency situation.

School Bus Supervision

Some children are brought to school via the school bus which is operated under contract via NYCC passenger transport who award and manage the contract. The drop off time is 8.40. The driver has instructions to not allow the children off the bus until an adult from school is present. School has a nominated adult who will meet the children from the bus at 8.40 and supervise them on the playground until either; the bell rings for the start of the day or the duty teacher comes out at 8.45am.

At the end of the day each class teacher will make arrangements for the children from their class who are using the bus to be supervised to the bus. Pupils in Year 5&6 may walk to the bus independently.

Start & End of Day Supervision

School begins at 8.55 promptly with the ringing of the school bell. There are no arrangements for staff to be on duty until 8.45am (other than breakfast club) see above when a single member of staff will be on duty. Teaching staff will be on the playground from 8.50. Each teacher will bring their class into school supervising them in the cloakroom area or delegating cloakroom supervision to any additional adults supporting their class. In the absence of additional adults the teacher should position themselves appropriately so they can directly supervise the vast majority of pupils.

School ends at and 3.20pm. Staff will go into the playground with their class to ensure parent/carers are there to collect their children.

Classroom Supervision

Children should be under direct supervision during all lessons and class time. Children should never be left unsupervised even for the briefest of moments in classrooms. Children especially from Yr 3 up should be strongly discouraged from leaving the classroom during lessons for any reason. Every effort to minimise children needing to leave is made e.g. introducing electronic registration at the start of the morning and afternoon and children washing their hands in the classroom sink (where available) before lunch. When they must leave they should ask an adult so an adult is always aware of where they are going. Children should leave in no more than pairs and no pair should leave until the first pair have returned. If children's behaviour gives cause for concern when leaving the classroom during lesson time (e.g. to go to the toilet) they may require direct supervision when they leave the classroom.

Break time & Lunch time playground Supervision

Morning playtime is from 10.30 – 10.45. Afternoon play (Yr1&2 only) is taken at the discretion of the class teacher. Each class must be accompanied to the playground by an adult who must **remain with them until all duty staff are present**. There are 2 members of staff on duty at playtime. During periods of staff absence staff may be asked to undertake extra duties to ensure supervision numbers are sustained. Staff must check both playground gates are shut and padlocked.

The external doors should remain locked during playtime **not** propped or wedged open. If children need to enter the building they should ask a member of staff who will unlock the door. A first aid bag should be taken outside by a member of staff on duty so minor injuries can be treated without the need to go into school.

Toilets - Children are encouraged to use the toilet during break time rather than lessons to ensure disruption to learning is minimised. As children are remotely supervised when they use the toilet this poses a higher level of risk for misbehaviour, accidents/incidents. To minimise this risk, the following procedures are followed.

Children will ask this adult if they wish to go to the toilet. No more than two boys and two girls will go to the toilet at any time. The supervising adult will open the door and let the children in. They will remind them to go quickly and sensibly. They will monitor when they return and ensure no more than two boys and two girls are in school using the toilet at any one time. The Headteacher may identify children who need closer supervision when using the toilet. Staff will be made aware of who these children are. In these circumstances for identified children the staff member will stand at the external door so they can see down the corridor to the toilet doors. These identified children will only go to the toilet on their own. The staff member will watch them walk down the corridor ensuring they enter the

correct gender toilet. They will maintain a visual check on the doors ensuring when the child exits the toilet they return directly and immediately to the playground.

At the end of break the bell is rung once and the children all stop. They line up and wait in the playground until their teacher arrives to collect them. At the end of lunchtime the bell is rung once and the children stop. They line up and wait in the playground until their teacher arrives to collect them.

Children walk quietly around the school building. They give way at doors and respect other people and their property. They hold the door for the person behind them rather than one child holding the door for everyone, this reinforces the principle of everyone having a role in showing good manners. At assembly time they enter the hall calmly, listen carefully and take time to think.

Lunchtime (Meal) Supervision

Due to numbers a 'split' lunchtime arrangement is operated. Class 1&2 eat first while class 3&4 are outside. Class 3&4 eat second while Class 1&2 play outside. Typically, there are 10 minutes at the end when both classes are outside.

Classes are supervised to the hall or playground by at least one adult. All adults remain in the hall until after the lunchtime prayer has been said. All pupils remain in the hall for the duration of the lunch service.

If individually children have occasionally forgotten their coat staff use their judgements as to if they need to be directly or remotely supervised in going to get their coat. If groups of children or the whole class have forgotten the group must be directly supervised.

Supervision of Consequences – Also see behaviour policy

If children reach the R2 (see page 6) stage at playtime or lunchtime they should typically miss 5-10 minutes of play. This can typically be done by asking them to sit on a bench or stand with an adult.

There is usually no need for them to be sent inside at this stage. If a child reaches R3 they should miss the remainder of the playtime. This can also typically be done by asking them to sit on a bench or stand with an adult. There is usually no need for them to be sent inside at this stage. Following discussion with the class teacher if deemed appropriate to miss some or all of a following playtime again this can be done by asking them to sit on a bench or stand with an adult. If following discussion it is deemed appropriate for them to be kept inside the school the building they **must be fully supervised**. This means an adult in the same room as them for the **full duration** of time they child is kept in. No form of 'remote supervision' e.g. in the room next door is appropriate or acceptable. This principle applies also to children 'staying in' at playtime or lunchtime for any other reason e.g. finishing work or 'doing jobs' for an adult. Please note if children are found to be in a room unsupervised they will be immediately sent out to the playground or hall. This may 'undermine' a sanction/consequence given however it is the responsibility of the adult(s) giving and agreeing the sanction or consequence to ensure full supervision is in place.

Each playtime is a 'fresh start' e.g. if a child received a R2 in morning play they would not go straight to a R3 for their first warning at lunchtime.

Changing for PE

In years R – 4 all children get changed in the classroom. Year 5-6 boys get changed at one of the classroom and girls get changed at the opposite end.

Changing for Swimming – Wetherby Swimming Baths (Year 3&4)

Boys and girls change in gender specific changing rooms which contain individual cubicles with curtains. Children typically change in the cubicle. Where there are more children than cubicles children will either take turns or where appropriate share a cubicle. Each changing room will be supervised by a member of staff standing at the main door. Male staff will not supervise female pupils in the context of changing for swimming.

Supervision on trips and visits.

Supervision in these circumstances will be considered as part of the risk assessment process for these events. For advice and support speak in the first instance to the Education Visits Coordinator.

Site Security

Entering the Building

- All pupils, parents, staff and visitors enter school via the main entrance. Visitors are directed to this via clear signage. From 9.05 – 3.10 all other entrances are locked. Visitors are directed to the secure entrance lobby where they are greeted by a member of staff in the office. If the office is not manned signs direct them to use the intercom system which is connected to the staffroom and the HT office. It is essential that when allowing entry via the intercom system staff have ascertained who the visitor is, the purpose of the visit and that they pose no risk to the safety and security of pupils, staff and visitors. If in doubt the visitor should be politely asked to wait while the staff member goes to greet them by the door.
- Staff and fully approved volunteers (with DBS checks) gain access into the school through their ID badges which double as door entry access passes. All the external doors are controlled via an electronic door entry system.
 - For all visitors who are not DBS checked or for whom we are unable to verify their DBS status, 'Accompanied Visitor' ID badges are given. These badges do not provide access to the door entry system meaning they cannot gain access without being accompanied by a member of staff. These visitors are accompanied by a member of staff when inside the school building. S/he may work outside of the school building (e.g. onsite maintenance) after signing in and completing appropriate health and safety documentation.
 - Staff members reserve the right not to answer the door if the visitor is not known and does not present with visible ID.
 - Known and regular visitors are also required to sign in at the office before gaining entry to the school.
 - All other entrances are secured from the outside, meaning that the only entrance that can be used for gaining entry is the main entrance.
 - Entry to the school is monitored by the school administrator or the Headteacher. In their absence, a notice is placed on the door inviting parents to leave any items for collection by pupils in a box by the pupil entrance.

Supervision Procedures

- Parents/carers are made aware that pupils are supervised on the playground from 8:45am. Before this time, it is made clear that pupils are the responsibility of the parent/carer. On days that Mr Griffiths is not in school, another member of teaching staff provides supervision on the playground from 8:45
- Children are collected and supervised from the school bus in the morning. The driver and the transport company have clear written instructions to not allow the children to exit the bus until a member of staff presents themselves to supervise pupils. Children are escorted to the playground and supervised until the start of the day. At the end of the day children from EY to Yr2 are escorted to the bus. Yr3-6 are allowed to walk independently to the bus where they are checked off the list by a supervising member of staff.
- At morning playtime, children are supervised by a minimum of two adults. These times are: 10.30am - 10.45am
- At afternoon playtime, pupils are supervised by the class teacher. These times are decided by the class teacher dependent on the stage of learning in each classroom.
- At lunchtime, at least two members of staff are responsible for dining and playground supervision. A split arrangement is operated where only half the pupils are in the dining hall or on the playground at any single time (excluding the last 5-10 minutes when the majority of pupils are on the playground).

- Staff follow the guidelines and procedures set out in the Educational Visits Policy when planning visits out of school. Ratios of adults to children are taken into account and all risk assessments completed are logged on the 'Evolve' system.
- Our playground has two access gates which are locked shut from 9.05 – 3.10. Staff are responsible for 'double checking' the gates are bolted and locked shut at the start of playtime and lunchtime.
- Children are supervised as they leave school at the end of the school day.
- For pupils in R and Yr1 – 4 staff escort children to parents waiting on the playground, ensuring that each pupil is handed to a waiting parent. Pupils in Yr5&6 are led to the playground area.
- A member of teaching staff is present to ensure that all pupils are collected. Pupils are aware of and frequently reminded of the procedures in place should they not be able to find the adult collecting them.

Staff Responsibilities

It is the responsibility of all staff to be vigilant with regards to site security by following the procedures set out in this policy. Failure to do so may result in security being breached. As such, all staff have signed to say that they have read, understand and will implement the above procedures.

It is also the responsibility of all staff members to report any security issues to the Head teacher as soon as they arise.

Medical Needs of Pupils

Staff refer to the Administering Medicines Policy for guidance when dealing with minor or short term medication requirements. For long term or complex medical needs (such as anaphylaxis, diabetes), a meeting must take place between school, parent/s, the school nurse and any other appropriate medical professionals who will assist in putting together a detailed care plan.

It is the responsibility of the school, overseen by the Head teacher, that children with health care needs are not disadvantaged by these needs and that systems and procedures are put in place to specifically meet these needs. The school follows guidance set out in North Yorkshire County Council's 'Managing the Health Care Needs of Children and Young People' (2008) to ensure that this requirement is met.

Intimate Care

It is important to clarify this area to include short term irregular intimate care, such as helping a young child who has had an accident, and long term intimate care that is required in order to fully meet a child's specific needs.

Where help is required for a child who has had an accident, the following procedures, designed to protect both children and staff, should be adhered to:

- Wherever possible, the member of staff assisting the child should be of the same gender.
- The member of staff assisting a child must inform a colleague that s/he is helping a child in this way.
- Where the privacy of a child is not compromised, any such assistance should not take place in an area that is entirely enclosed. Where this is not possible, a colleague must be in the vicinity to act as support for that member of staff. Leaving the door slightly ajar is more appropriate than it being completely shut.
- Where appropriate, the child should be encouraged to be independent in changing clothing and managing his/her cleansing.
- Members of staff should report any concerns arising from helping a child in this way to the Head teacher immediately.
- Under no circumstances must any of the above procedures be carried out by a volunteer, visitor or member of supply staff unless s/he is the child's parent.

Where longer term intimate care is required, staff will follow procedures set out in the Council's 'Managing the Health Care Needs of Children and Young People' document, ensuring that the parent, relevant health care professionals and, where appropriate, the child are involved in each step of the planning process.

First Aid

Ensuring accidents are managed and recorded correctly providing appropriate first aid is a critical part of ensuring children are kept safe.

Currently, the vast majority of members of staff who work with our children hold some form of first aid training. Below is a list of current staff who hold a form of first aid training.

First Aid at Work – 3 day training (This covers adults) – Laura Norcliffe & Jane Booth

Pediatric (2 day course) – Laura Norcliffe, Laura Caldecott, Rebecca Simpson, Sharon Hoskins

Emergency First Aid (1 day course) – Paul Griffiths, Julia Moor, Amy Bearman, Michelle Jackson,

There is a member of Pediatric First Aid trained staff timetabled to be on site every day. Only in the most exceptional of circumstances would there be no member of staff with the appropriate training available. It is our policy to ensure that appropriate first aid arrangements are in place for our pupils and also for staff and visitors. All adults are responsible for providing initial first aid if they are first at the scene of an accident or incident.

First aiders are responsible for:

- Responding promptly for all requests for assistance and acting promptly if a child is injured.
- Assessing the child thoroughly ensuring the reported injury or injured area has been seen – this may require the removing of socks, tights or other items of clothing. If clothing needs to be removed this should be done so by the child with appropriate due regard to privacy. A second adult should be present.
- Summoning further help if necessary.
- Looking after the casualty until recovery has taken place or further medical assistance has arrived.
- Reporting details of any treatment provided (see below)

Procedures

For injuries to adults, colleagues should refer to the school's First Aid at Work Policy. For recording injuries to adults please follow the same procedures as outlined below.

For minor injuries to children, the following procedures are followed by all staff:

- Assess the situation and the nature of the injury.
- Call for assistance if required.
- Calm and reassure the child

Apply the appropriate first aid measures (carry out checks before using dressings to avoid allergic reactions).

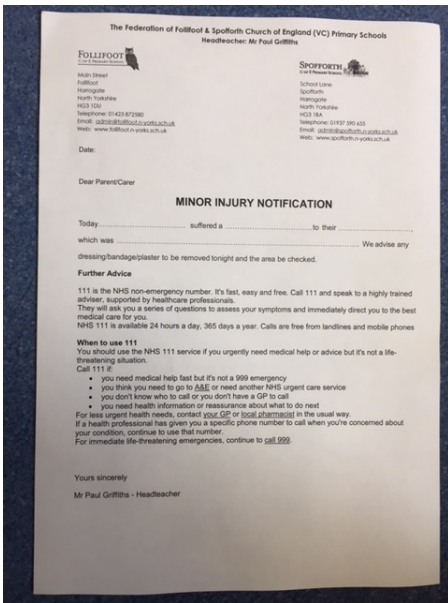
Dealing & Recording of Incidents Resulting in First Aid Being Given

For any type of accident, fill out the Minor Injury Record Form (see photo below).

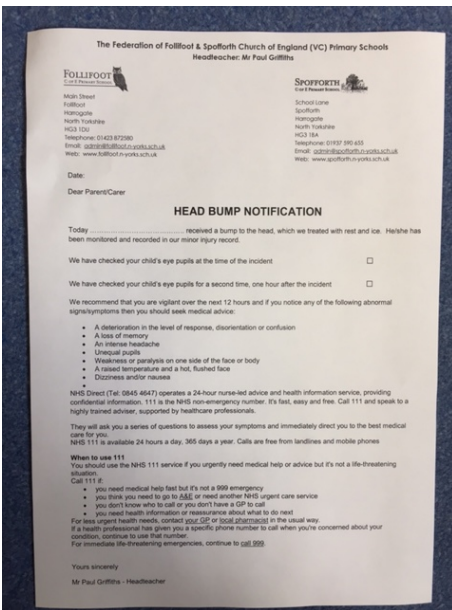
Make sure this form is passed to the class teacher so they are aware of the accident/injury and can monitor throughout the rest of the day or decide if parents need to be contacted. Complete the 'Accident Form Index' sheet also (see photo below).

Once all forms are completed and child has gone home place the minor injury form in the 'Minor Injury Form File' in the school office. There is one file for children's forms and one for adults. Completed forms must be filed in the school office.

Fill out a Minor Injury Notification letter



or a Bumped Head Notification letter to be sent home. Both these letters should be handed to parents at the end of the day. If this can not be done then parents should be called to alert them to look out for the letter in the child's book bag.



For Bumped heads please follow the guidance re regular checks for the remainder of the day. Parents **must be verbally notified** of a bumped head in addition to the letter. If verbal notification is not given face to face please draw parents attention to the letter and its guidance by phone.

If a head injury has resulted in a cut/bump/ bruise, drowsiness or a change in behaviour, a call should be made to parents immediately to explain what has happened and to decide whether the child should remain at school or be sent home.

For all other minor injuries, staff should use their professional discretion in deciding whether parents should be informed immediately or if notification can wait until the end of the day. In exercising professional discretion, staff should consider the following;

- Amount of pain/distress child appears to be in
- If pain/distress is increasing or decreasing
- Mobility of child
- Amount of time left within the current school day
- Seriousness of apparent injury
- Likelihood if injury worsening by remaining in school and completing the rest of the day
- Likelihood there is an injury that cannot be fully assessed via first aid
- Likelihood that seeing the injury without prior warning will cause shock/upset to adult collecting (e.g. a 'nasty' cut, graze, mark)
- For suspected sprains/strains where walking home may cause injury to worsen

This list is not exhaustive and if a colleague is unsure of what action to take, s/he should seek the advice of the Head teacher. A standard 'non urgent' minor injury notification can be sent via text to parents. If you are unsure if there are any specific medical requirements or directions with regard to an individual child you should check immediately with a colleague and the pupil notes on 'ScholarPack'.

If handing over a child who has been injured to another adult (e.g. transition periods such as the beginning/end of lunchtime), ensure that s/he is informed of the injury so that the child can be monitored and the adult can ensure that the form goes home.

For more serious injuries, help should be summoned. Colleagues should be familiar with the procedures and guidelines in their training handbook and consult this handbook regularly to maintain a working knowledge of up to date guidance for dealing with specific injuries. All injuries that result in professional medical treatment e.g. GP, hospital visit or dentist must be reported to the Local Authority via an ARF1 form in addition to the above recording for minor injuries.

Accident/Incident Report Form ARF1 HS001

A. Type of accident (tick one box)

Injury to an employee preventing them from carrying out their normal duties for more than 3 days

Injury to an employee preventing them from carrying out their normal duties for more than 7 days

Injury to pupil/visitor user or member of the public

Prescribed dangerous occurrence

B. Person making report

Name: _____ Job Title: _____ Work No.: _____

Post Code: _____ Date: _____

C. Date, time & place of accident

Where did the accident happen (and address if different from above): _____

Where on premises did it occur: _____ Date: _____ Time: _____

D. The injured person - please complete all information

Full Name: _____

Home Address: _____

Post code: _____ Gender: _____ Age: _____

Home telephone number: _____ Occupation/job title: _____

Part of body affected: _____

Nature of injury or condition: _____ Hospital attended: _____

Did they remain in hospital over 24 hours? Yes/No _____ Did they become unconscious? Yes/No _____

E. Kind of accident - indicate what kind of accident led to the injury or condition (tick one box)

Contact with moving machinery or material

Hit by moving or falling object

Hit by moving vehicle

Hit something fixed or stationary

Injured while handling, lifting or carrying

Slip, trip or fall on same level

Fall from height - _____ metres

Trapped by something collapsing or overturning

Exposure to, or contact to harmful substance

Choking or asphyxiation

Exposure to fire

Exposure to explosion

Contact with electricity or electrical discharge

Injured by an animal

Other kind of accident (describe in section H)

F. Agents involved - please indicate agent involved (if any) eg machinery, equipment or substance

G. Prescribed dangerous occurrence - Reference number

Please contact Health & safety risk management office for advice

H. Account of accident/incident or dangerous occurrence

Please describe how the accident happened, what the injured person was doing, first aid/emergency action

Action proposed/taken to prevent a similar incident, e.g. Reviewed risk assessment

J. Additional information

1. At the time of the accident, was the injured person authorised?

(A) To be where she was - Yes/No _____ (B) To do what he/she was doing - Yes/No _____ (C) Supervised Yes/No _____

2. Name of Witness(es) _____

3. When was the incident first reported to you? Date _____ Time _____

4. **Employees Only** - On the day of the incident, between what hours, (A) Was the injured person expected to work? From _____ To _____ (B) Did he/she actually work? From _____ To _____

Signature of headteacher/manager _____ Date _____

REMEMBER: On day of accident please contact Health & Safety Risk Management Office. Within 3 days send in completed form. T: 01909 522589weah: health@safford.gov.uk Updated June 2014

In dealing with a more serious injury, the first adult on the scene must:

1. Summon help immediately.
2. Make the child comfortable, ensuring that no unnecessary movements are made that may exacerbate an injury.
3. Decide whether the emergency services are required. If so, ask the adult who is helping to call either 999 or 112. If possible, make this call next to the injured party so that as much information as possible can be conveyed to the operator.
4. Do not give the child anything to eat or drink until seen by a medical professional.
5. Never leave the child alone.
6. Never drive an injured child to hospital. If a child needs hospital treatment, an ambulance must be called.
7. Arrange for a parent or carer to be informed. Do not waste time by calling parents first if the child is in need of hospital treatment. Call parents after the emergency services have been called.
8. Accompany (or arrange for another member of staff to accompany) the child to the hospital in the ambulance if required.
9. Once the child is being looked after by either another member of staff, parent or medical professional, write down the details of the incident and fill out the relevant forms. If unsure of which forms to fill out, seek the support of either Paul Griffiths, Sarah Giddings, Jane Booth or Julia Moor.

Concussion

This section takes into account advice and guidance from <http://www.nhs.uk/conditions/Concussion/Pages/Introduction.aspx>

Concussion is the sudden but short-lived loss of mental function that occurs after a blow or other injury to the head. It is the most common but least serious type of brain injury.

The medical term for concussion is minor traumatic brain injury.

Symptoms of concussion include brief:

- loss of consciousness after the head injury
- periods of memory loss
- disturbances in vision, such as "seeing stars" or blurry vision
- a period of confusion, a blank expression, or a delay in answering questions immediately after the head injury

It is not the responsibility of staff to diagnose concussion however it is their responsibility to be aware of the potential of this following a head injury and be alert to the signs and symptoms. If staff are concerned a child might have suffered from concussion they must contact the child's parent immediately and request they take the child to a medical professional.

If a child has been diagnosed with concussion it is the responsibility of the child's class teacher or appropriate member of support staff to liaise closely with the parent to ensure the medical advice they have been given is followed.

Head Injuries

- Children should be closely monitored and (their pupils checked) for the remainder of the time in school
- Children should stop physical activity after a head injury
- They must be seen by a qualified first aid trained member of staff
- Parent(s) must be notified and given the standard advice slip

First Aid Equipment

First aid equipment is kept in cupboards in the 'indoor room'. First aid 'grab' packs for taking on the playground and on trips are kept on hooks by the front door. Cold packs are kept in the fridges in between class 1 and class 2.

School Paracetamol Procedure

This procedure allows all schools, early years settings, academies and pupil referral units, **who are insured with North Yorkshire County Council**, to administer non – prescribed Paracetamol to children and young people in their setting if it is essential to do so.

This includes Paracetamol tablets, capsules and liquid suspension (e.g. Calpol)

The following requirements must be adhered to...

- Written parental consent must be obtained in advance. It is recommended that the NYCC parental consent form is used*.
- School must know the date and time the most recent dose was taken by the child / young person.
- The schools administration of medication record must be completed
- The child / young person's parents must be informed as soon as is reasonably possible.
- The medicine must be age appropriate ie. Calpol Six Plus must not be given to children under 6.
- Follow NYCC guidance 'supporting children and young people with medical conditions in school'
- Follow dosage instructions on the pack.
- Early years settings must follow any further guidance within their own frameworks.
- Pain relief must not be given following a head injury or accident without first seeking medical advice.

*appendix 1 Supporting Children and Young People with Medical Conditions in School Feb 2015

Use of Children's Images

All staff at Spofforth School are aware of concerns about the use of images of children. The Headteacher will exercise discretion in the use of any photographs/images of children which are used for internal publication unless there has been a specific request for photographs not to be taken of a particular child.

A questionnaire which is valid for the child's time in school is sent to parents and carers asking whether they give permission for their child's photograph to be used in external publications such as the school prospectus, in the press and on the website. A list is published and distributed amongst all staff, who are vigilant in ensuring that photographs of children whose parents have not granted permission are not used in such publications under any circumstances. Staff are aware that permission to use photographs of looked after pupils may be required by a representative of Social Care and not only carers.

A pupil's name may only be published in the newspaper after seeking the appropriate fully informed consent from a parent/carer.

School Performances and Sporting Events

Adults photographing and filming young people has been the subject of many discussions in recent times. These concerns are genuine. At Spofforth we have taken a sensible, balanced approach, which at present allows parents to photograph and film providing they follow clear guidelines, which are:

- o Any filming must be of the parent's individual child or children ONLY. No group filming or photographs are permitted.
- o The Head teacher (and any other delegated teachers) reserve the right to randomly check content taken to ensure this aspect of the policy is being adhered to.
- o If any other children are accidentally captured this content must be deleted immediately.
- o Any filming is for personal family use ONLY and must not be sold, published on websites or forms of social media such as Facebook or YouTube or in publications under any circumstances. The likely outcome of any breach of this would be a 'blanket' ban on parents taking photographs and video at school public events.
- o The Head teacher reserves the right to stop filming at any time if they or a colleague deems it inappropriate or obtrusive. This right is also delegated to any member of staff in charge of a group of pupils.
- o Permission must be granted in advance and filming or photography must be sensitive to the needs of all children.
- o Photographs or video may not be taken at swimming events.

Use of Mobile Phones

Staff and volunteers may carry personal mobile phones when working in school if the following conditions are strictly adhered to:

1. Telephone calls are not taken or text message/email conversations take place during school hours. Staff may use their break or lunchtime to use their phones. If a staff member is awaiting an urgent call, the mobile should be left in the school office and an administrator will take the call.
2. Mobile phones may be used in the staffroom or office during school hours if the member of staff is not responsible for a class, group or individual child. (e.g. break times, PPA)

3. Mobile phones must not be used to contact parents/carers unless there is no other method available for making contact. If a personal mobile is used, the caller's ID must be 'off' so that the personal number is not sent to the recipient of the call. Staff mobiles must never be used to contact pupils.

4. Staff members must NEVER use their personal mobile phone to take photographs of pupils. Each school has access to school iPad, tablets and digital cameras for the purpose of taking photos.

When using school devices to take photos all photographs taken must be with the child's informed permission, respect their dignity and privacy and represent the child, his/her family and the school in a positive way.

Any photographs taken must take into account parent/carer preferences over use of their child's images. It is the direct responsibility of the staff member taking the photograph to seek this information before taking a photograph. If a parent/carer has not returned their consent, staff may not photograph the child for any purpose.

Photographs of swimming activities must never be taken. In the event of a swimming competition success that warrants a photograph children must be covered by towels and or t-shirt/jogging bottoms/shorts.

5. Staff not adhering to this policy may find themselves subject to disciplinary procedures.

6. This policy statement may be reviewed at any time during the year.

Use of Mobile Phones – Parents, visitors and contractors

While we would prefer parents, visitors and contractors not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents, visitors and contractors see their phones as essential means of communication at all times.

Parents, visitors and volunteers are asked to use their phones in a way that is "courteous and appropriate to the school environment."

Parents, visitors and contractors may carry personal mobile phones when in school if the following conditions are strictly adhered to:

- Mobile phones should be kept on 'silent mode'.
- Mobile phones should be kept securely in a bag or pocket and only used if strictly necessary.
- Mobile phones may be used in parts of the school where no children are present such as the office or staffroom.
- If phones are used to capture photographs and public events, then the policy as per page 21 of this document 'School Performances and Sporting Events' must be followed.

Parents are reminded of these expectations via this policy published on the school website, newsletters and verbal reminders at the start of public events such as sharing assemblies, church services, and sports days. Appropriate signs are placed at key entrances during public events also.

Anti-Bullying

There is a clear and comprehensive Behaviour Policy in place which has been developed in consultation with pupils, staff and governors. In addition to this policy, there is a separate statement on our policy for preventing bullying:

Bullying is extremely rare at Spofforth School, however, staff remain vigilant to behaviours that may lead to a pupil or group of pupils being bullied. Our definition of bullying is:

- Deliberate hurtful behaviour towards a pupil or groups of pupils by an individual or group of pupils. 'Hurtful' may mean causing physical, verbal or emotional harm.
- Repeated over a period of time.
- 'Targeting' of pupils who find it difficult to defend themselves- either in person, in writing, via mobile phone 'apps' or text messaging or via social media on the internet.

As a staff team, we are committed to ensuring that everything possible is done to maintain that bullying has no place in our school.

We do this by:-

- Raising awareness at the appropriate level with all pupils of what constitutes bullying, including the use of the internet.
- Identifying as a whole school what constitutes bullying and what effect bullying has on victims.
- Aiming to maintain an ethos of tolerance, acceptance and openness where everyone is equal and accepted as part of our community.
- Raising the issue in assemblies on a regular basis and when necessary in other contexts.
- Discussing bullying in smaller groups in P.S.H.E. lessons.

- Encouraging children to report any incidents that can be classed as bullying to an adult without fear of reprisal.
- Alerting all staff if a parent reports that a child is a victim of bullying. The situation is then monitored, particularly at times outside the classroom (e.g. lunchtimes, playtimes, after school clubs).
- Observing the alleged perpetrators of bullying and acting in a timely and efficient manner.
- Investigating any incidents fully, listening to both sides. The class teacher/ Head teacher will do this and the incident or incidents recorded. In any event, the Head teacher will be informed.
- Encouraging pupils to share the responsibility for the "no bullying" policy by never standing by and watching any bullying taking place. Pupils are taught not to be a 'bystander' but to stand up to bullying by informing an adult immediately.
- Considering that a child who consistently bullies may well be a victim of bullying. Such children may need help and should be monitored also and any action taken in a timely manner.

Children are encouraged to be open and to share their concerns in a number of ways, such as through our pupil committees, by putting a worry in the Worry Box, or by speaking to any adult at home or member of staff in school.

NSPCC visit bi-annually to deliver their 'Stand Up Speak Out' message to pupils. This is followed up by a workshop aimed specifically at Y5/6 pupils.

Drugs and substance misuse including anti-smoking

As a school, we have the interests and wellbeing of all pupils at heart and we recognise that the use of many drugs, including medicine, tobacco, and alcohol is commonplace and that an increasing number of young people are being exposed to the availability and hype surrounding illegal drugs. We recognise that, along with parents and others, the school can enable young people to understand how drugs can benefit and harm individuals and communities. Our school programme of health education, in which work about drugs is included, will seek:

- To enable young people to make responsible, healthy, informed choices about the role drugs might play in their lifestyle, by acquiring sound information, exploring attitudes and values and by developing effective decision-making and communication skills.
- To promote the self-esteem and sense of self-worth of every individual pupil irrespective of their academic abilities.
- To increase awareness and understanding of possible legal, social, economic and health consequences arising from the use and misuse of drugs.
- To enable pupils to identify sources of appropriate support.

These aims will be met through the programmes of study within the taught curriculum and particularly within science, PE, RE and Personal and Social Education, through the informal curriculum and through extra-curricular activities such as Crucial Crew and ChildLine visits. Where anyone from outside the school contributes to the programme of work they will do so in accordance with this policy.

Good Practice

The influence which adults, including teachers, non-teachers, parents and others can have on young people cannot be underestimated. Presenting young people with clear, unequivocal role models that are consistent with what we teach in schools is very helpful. Positive role models include:

- Not smoking on school premises or in the vicinity of the school perimeter.
- Not smoking in face to face situations with pupils.
- Not smoking on school transport including private cars where other people's children are passengers.
- Being alcohol free whilst caring for pupils either in or out of school on an activity for which the school is responsible.
- Ensuring that by reason of medication or other drug use we are not impaired in carrying out our responsibilities as parents, teachers or governors.

The support of all in promoting such role models is encouraged and welcomed.

Dealing with Drug Related Incidents.

Whilst drug related issues have been non-existent in recent times within the Spofforth School Community, it is a responsible approach to have clear guidelines in place should a drugs related incident occur.

Any drug related incident will be considered individually and in consultation with other relevant professionals (Child Protection, Police, School Nurse) with due regard to balancing the interests of any individual involved with those of the wider school community. Examples of responses to drug related incidents vary from a reprimand to being reported to the police, from being offered advice and support to being excluded from school.

As the latter serves only to transfer problems not resolve them, exclusions will normally be a sanction reserved for use when other measures have failed.

In dealing with incidents the following will be taken into account:

- Confidentiality - Schools cannot offer total confidentiality to pupils but as far as is possible we will ensure that information provided is treated carefully and sensitively.
- Police contact - There is no legal obligation on a school to contact the police. However in any case of an alleged supply of a controlled drug the police will be informed. In other cases, the school will determine whether to involve the police. It is a matter for the police if further action follows. Police on school premises without either a parent knowing or being present will not normally interview pupils. In the event of them so doing then a senior member of the school staff will be present.
- Parents - Although there is no legal obligation on the school to inform parents if their son/daughter is involved in a drug related incident, the school will contact parents as soon as is reasonably practicable. We would expect to work with parents and the individual pupil to successfully resolve any problems. In such cases, staff should consult the Child Protection Policy for guidance if required.
- Drugs on premises / persons - If drugs, (excluding medicines) are found on premises or on individuals the drugs should be seized and secured by the teacher or other adult member of staff finding them. The incident should be reported to the Headteacher who will inform the police.

Anti-Smoking

Our whole site is a smoking (including 'e-cigarettes') free zone. It is requested that any cigarettes, including 'e-cigarettes' and lighters are not brought onto the premises. Any staff, visitors, volunteers wishing to smoke must leave the premises to do so. It is our preference that anyone wishing to smoke would do so well away from the premises specifically completely out of sight of any pupils.

Through our PSHCE and Science curriculums pupils will learn about the dangers and consequences of smoking. Through our learning culture and PSHCE curriculum pupils will learn about safe and sensible choices as well as develop the confidence to make their own choices and say no to 'peer pressure'.

Safe Use of the Internet

We understand that the internet, whilst being a fantastic learning resource, can cause children harm if not used and regulated in the correct way. This harm is rarely physical and is therefore more difficult to detect by parents or other adults. It is important, therefore, that children are taught the dangers of using the internet and are given the means with which to report any message, image or activity on the internet that upsets them or makes them feel uncomfortable. Alongside our comprehensive Safe Use of Internet and Cyber Bullying Policy, we implement the following procedures to protect children from harm when using the internet:

- An Internet Safety poster, which is appropriately worded to ensure that it is understood by all children, is placed in clear view of every computer and in every classroom for times when laptops are used. The children's attention is drawn to this poster, which contains guidelines that they must follow.
- The school's curriculum includes guidance and lessons in e-safety and children are given the opportunity to discuss such issues alongside a range of other personal safety issues as part of PSHCE lessons.
- The school's internet connection is subject to North Yorkshire County Council's filtering system which is regularly updated. Whilst this does not eradicate all inappropriate material, it significantly reduces the chance of stumbling upon inappropriate material whilst browsing. Staff are aware that this filtering system is not 'fail proof' and set up sessions within which the internet may be used accordingly to ensure adequate supervision.
- Children do not work on the internet without adult supervision. Where they are working independently within the classroom, only approved sites are used.
- A letter is sent to parents along with the Home School Agreement seeking their permission for children to use the internet and stating the guidelines that school staff and pupils follow when using the internet in school.

Staff can access the latest up to date advice and guidance including curriculum ideas and resources via -

<http://www.safeguardingchildren.co.uk/>

Late and Missing Children – Closing the Register

It is of the utmost importance that staff are aware of the whereabouts of all pupils in their care at all times. The procedures set out in this policy are designed to ensure the safety and security of all pupils until handed over to parents and/or carers at the end of the day. Additional procedures, as detailed below, are required when taking pupils out on educational visits. All visits must be planned in accordance with the Educational Visits Policy and approved by the Headteacher.

Procedures

- Pupils are supervised on the playground from 8:45am. Parents may leave their child from this time but must inform the member of staff supervising on the playground that they are leaving.
- Teaching staff meet pupils on the playground at 8:50 and escort them into school after the bell is rung at 8.55. Parents are discouraged from engaging teachers in long conversations from this time, leaving them able to focus on their pupils.
- Staff are vigilant throughout the day to ensure that no child becomes detached from the class. Headcounts are taken after outdoor activities where supervision is less close (e.g. PE on the cricket field).
- After playtimes and lunchtimes, children line up in their class lines. One member of staff stands at the front of the line and sends each class in one by one. The other member of staff ensures that no child is left on the playground after the classes have been sent into school.
- If a child cannot be found, the Headteacher or named person must be informed immediately and told where the child was last seen. Classes will be left in the care of suitable staff and all remaining staff will conduct a search of the school building, outside areas and immediate vicinity of the school.
- If the child is not found within a short period of time, parents and the police must be called. In the event of the child being found quickly, the Headteacher will inform parents of the incident at the end of the school day.
- Parents are required to notify the school in writing of any reason why a child needs to leave the school premises during the day. These letters are kept in the register during that day. Pupils may only leave the premises with the permission of the Head teacher and only with an agreed adult. They sign out at the office (green folder) and are signed back in for Fire Safety purposes.
- Any change of arrangements must be notified to the school by a child's parent or carer. These changes are notified to class teachers via a note administered through the school office.
- If a member of staff is in any doubt as to the identity of an adult collecting a child from school, either at the end of the day or during the day, s/he must keep the child in his/her care and inform the Head teacher. If the Head teacher is not available, that member of staff must keep the child until s/he is able to speak to a parent or carer to confirm arrangements. It is vital to remember that the safety of our children is more important than a missed arrangement- parents and carers are made aware of the need to keep school fully informed of who is picking their child up and will support the uncompromising stance of this policy for the benefit of their child's safety and security.
- Parents in EYFS/KS1 are asked to inform the class teacher in writing of their arrangements to ensure that the correct procedures are followed for our youngest children at the end of the day.

Late Arrivals – Closing the Register

- A register is taken in all classes at the beginning of the day and immediately after lunch. Each morning, the Administrator checks registers and calls the parents of any children who are absent and for whom a message explaining absence has not been taken.
- If the Administrator is unable to contact the parent of an absent child by 9:30am, the Headteacher is informed. He will take the appropriate action based on the individual circumstances of the child/ family, involving external agencies where appropriate.
- No assumptions are made if a child is unaccounted for at the beginning of the day. A member of administrative staff or the Headteacher will:
 1. Contact all other listed contacts by telephone to find out the whereabouts of the child or children. If there is no response from any contacts by 10am, move to step 2.
 2. Use all available contacts, including e-mail and known places of work, to attempt to make contact. This should include text messaging, e-mail where possible and voicemail messaging. The message should state a time by which the parent/carer must contact school to confirm their child's whereabouts.
 3. After the time stated in the message in step 2 with no response, contact the Customer Service Centre (Children's Social Care) on 01609 780780 for further advice. At this stage, you may give family details as it may be that Social Care already hold information for that family. For children already known to Social Care, a separate contact is available as part of a Child Protection Plan. At this stage, the Headteacher or senior teacher should be involved. The senior teacher is currently Amy McIntosh or Megan Foy.
 4. If you are still concerned about the whereabouts of a child/family, consideration should be given to informing the police.
 5. Record all conversations in writing, including times and the names/roles of people spoken to. Ensure that this is handed to the Headteacher if he is not present.

Registration and missing child within Educational Visits

A clear and detailed procedure is followed before carrying out any educational visits. Visits out of school present a heightened risk of children going missing for a number of reasons. As part of the planning process, adult: pupil ratios are calculated and all adults involved in the visit are briefed fully so that they are clear as to their responsibilities.

Regular headcounts take place and adults accompanying on the trip are aware of who is in charge of the trip. The group leader is responsible for all supervision during the visit and must revise arrangements during a visit in line with the Educational Visits Policy should the safety of pupils be compromised. In addition to detailed site, transport and group specific risk assessments being carried out and approved before every trip, the following procedures are in place should a child be lost during a visit:

- The visit is halted and pupils are gathered together. The group is kept together and left under the supervision of a member of staff. All other adults search the immediate vicinity and the places last visited by the group.
- If at a centre or establishment, a member of staff is informed immediately so that centre staff can assist in the search.
- If the child is not found within a short period of time, the Headteacher is informed. The member of staff in charge will then inform the police and the Headteacher will inform parents.

Anti-Discrimination Statement

The school strongly opposes all forms of discrimination. We are committed to liaising closely with all stakeholders- our families, local community groups and other relevant agencies to develop ways of combating discriminatory behaviour by young people and adults both in and out of school. Our school will not tolerate intentional discriminatory behaviour of any kind. All adults must be seen to tackle all forms of discrimination, prejudice and intolerance.

Staff and pupils must report to the Headteacher immediately any instance of discrimination or any instance that could be deemed to be discriminatory. Each case reported will be dealt with as a matter of priority. In the case of pupils, parents/carers will be invited for discussion and next steps identified.

Each complaint will be logged by the Headteacher and instances of racial discrimination are reported to North Yorkshire County Council as part of the termly return. There must be no ambiguity in the way the school reacts to discrimination. Staff are responsible for transmitting school policy on a daily basis and they must do so consistently. Further, more detailed description of our commitment to equality can be found in our Single Equality Scheme (2017-2020).

Safe Handling of Pupils

The school does not currently have any pupils on roll who present behaviours that may result in Restrictive Physical Intervention (RPI) being required.

As part of our admission process, the Headteacher meets with the family of each individual child and discusses their individual needs to ensure that all of these needs can be met within school by all staff or by the staff who work regularly in that child's class.

As part of the process of making reasonable adjustments to accommodate all learners whose family wishes for them to attend Spofforth School, the Headteacher would ensure that the appropriate training is undertaken before admitting pupils with specific needs that may result in harm to either the child, other pupils or staff.

As part of day to day practice, staff will only intervene physically if there is:

- A direct risk to the health and safety of the pupil, other pupils or to a member of staff.
- Only physically handle a pupil for as long as is absolutely necessary.
- Record any instances of physical handling and inform the Headteacher immediately.

All staff receive general RPI awareness training every three years delivered by NYCC approved trainers. The most recent training took place for the whole staff on 4th September 2017.

Recording and Retention of Safeguarding Information

Information relating to safeguarding children is kept in school in the following ways:

Child Protection Records- This file is kept securely locked in the Head teacher's office and contains confidential records of any child protection matters that have involved outside agencies (e.g. police, Social Care, PSA). These records are maintained by the DSP for Child Protection and are only shared with authorised people. These records are kept for a minimum of 25 years in line with child protection recommendations.

Pupil Welfare File

This file is kept alongside the Child Protection File and is also locked securely in the Head teacher's office. This file contains any record of concern raised about a child by staff or other responsible adults, along with action taken by the person with the concern and by the DSP for child protection. Annual child protection training in school makes clear the importance of all staff recording their concerns, however minor and isolated they may seem, to enable the DSP to maintain a record for each child and act appropriately should further action such as external agency support be required.

Looked After Children/Pupils Leaving Care File

This file is kept alongside the Child Protection File and is also locked securely in the Head teacher's office. This file contains all documents relating to children looked after by the Local Authority and children who have left the care system to be adopted. These records, in their entirety or in part, are shared with each child's class teacher and other staff who work directly with each child.

Behaviour File

This file is kept in the HT office and contains records of the following:

- Individual Pupil Behaviour Recording Forms (See Behaviour Policy for description)
- Serious Incident Records (pupil behaviour)
- Racist Incident Records
- Incidents of SEND Discrimination
- Other Incidents of Discrimination
- Breach of School Security Reports
- E=Safety Incident Reports

To enable staff to be familiar with the process, all such incidents are recorded on one template form. Examples can be found in this file.

Lockdown

This section of the policy takes into account the national advice provided at www.gov.uk 'Developing Dynamic Lockdown Procedures'.

Lockdown is the ability to quickly and proportionally secure pupils and restrict access or egress to the school site and building. The purpose of a lockdown is to prevent people moving into danger areas or an external threat from entering the school site or building.

Lockdown procedures may be activated in any number of situations, but some of the more typical to the context of Spofforth School might be:

- The close proximity of a dangerous animal (most likely a dangerous dog) roaming loose or out of its owners control
- A major fire in the vicinity of the school
- A warning regarding significant risk of air pollution (e.g. smoke plume, gas leak)
- An intruder on the site with the potential to pose risk to pupils, staff and visitors
- A reported incident of civil disturbance in the local community which poses a risk
- A sudden and dramatic change in weather conditions meaning that it is unsafe for pupils to remain outside or in a particular part of the building.

Initiating Procedures

- Any member of staff can initiate lockdown if they feel it is necessary in order to safeguard pupils, staff and visitors.
- Lockdown is initiated by continually ringing the school bell (if pupils are outside) or by means of a verbal message delivered to staff clearly using the word 'lockdown'.

Next Steps

- Stay calm
 - Ring the bell continually and instructed the children to walk calmly and quietly back in to the school building and return to their classrooms.
 - Secure all external gates and doors ensuring they (doors) are locked.
- Or
- Go to every classroom and verbally instruct each teacher or staff member responsible for the class at that time that lockdown has been initiated.
 - Go to all public areas and instruct any other adults that lockdown procedures have been initiated
 - All pupils should return to their classroom and all adults should return to the classroom where they predominantly work.
 - All windows and doors should be shut
 - The register should be taken to check all pupil are accounted for. Any missing children should be reported immediately to the Head Teacher or admin officer who will initiate missing child procedures.
 - Adults should reassure pupils and direct them to quiet activities. Adults should stay within the room until they are told it is safe to 'stand down' from lockdown procedures.
 - Children should not be returned to parents during lockdown unless directed to do so by the Head teacher or emergency services.
 - Depending on the nature of the reason for lockdown staff may be instructed to ask children to sit on the floor or out of sight (as best as is reasonably possible).
 - If at any point during lockdown the fire alarm sounds staff should follow normal fire evacuation procedures.
 - At the end of the 'lockdown' staff will be instructed by the HT , office administrator or emergency services that the lockdown' is concluded.

- Staff should then inform children it is safe to continue the day as normal and reassure pupils it is safe.

Communication During Lockdown

- It is important lines of communication are kept open but only used as needed to ensure phone lines are free.
- If staff have access to their mobile phone and or email and it is safe to do so they should attempt to monitor these during the period of lockdown
- Staff should not communicate with anyone outside of the school during lockdown.
- The Headteacher or office administrator will (if necessary) communicate with the appropriate emergency services and parents.

Lockdown Away from School

- The need to lockdown while away from school should be considered when planning a trip or visit.
- The plans regarding these procedures should be recorded in the visit risk assessment.
- All staff responsible for pupils during a visit should be fully briefed on these procedures

Physical Education (PE) & School Sport

This aspect of the policy takes into account – 'Safe Practice in Physical Education, School Sport & Physical Activity 2016' <http://www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/>



Each school has a full paper copy of the document above which should be referred to in the case of any queries.

High quality physical education and school sport is an essential part of the curriculum experience for all pupils at Spofforth School. This includes an appropriate amount of well planned and assessed risk taking.

All staff are responsible for contributing to the safe delivery of all PE and school sport sessions including clubs and sports competitions. The key to achieving this is careful planning and attention to detail.

There is an overall risk assessment for all PE sessions as well as for the teaching of specific sports and physical activity.

It is the responsibility of all staff to;

- Be familiar with and follow the expectations outlined in the relevant risk assessments
- Dress appropriately for PE modelling good attitudes towards PE and sport.
- Ensure pupils are dressed appropriately
- Liaise closely with external providers and make use of their skills and experience to develop their own understanding and confidence of delivering PE
- Visually check all equipment being used (this includes playtime equipment) before use removing and reporting any broken or damaged equipment
- Ensure the portable football goals (used on the field are anchored into the ground with the 'U' shaped metal anchors)
- Ensure weather conditions are suitable for the use of large portable equipment such as the tchoukball nets and the netball posts. Ensure these pieces of large equipment are stored away safely and securely after use

Equipment.

Where possible all items of large PE and sports equipment are 'fixed' securely into the ground e.g. basketball hoop on the small playground. Fixed equipment and large apparatus such as the gymnastics benches are inspected annually by an approved contractor. Termly visual inspections are carried out by HGS site staff. School staff should visually check equipment before use. If there is any sign of damage the equipment should not be used.

Data Protection – A Short Summary

This refers to any data held by the school in relation to pupils, parents, staff, visitors and volunteers. This includes simple data such as pupil names and ages.

The protection of all personal data is a high priority. All data is kept securely either in password protected electronic format or in locked cabinets in paper form.

Data is only shared in accordance with our privacy notice.

Staff, visitors and volunteers should not share data with any third party without having gained approval from the Head teacher and any necessary additional parental consent necessary.

For further information please see the privacy notice.

Appendix 1- First Aid Procedures

First Aid Procedures- Quick Reference Guide

In dealing with a more serious injury, the first adult on the scene must:

1. Summon help immediately.
2. Make the child comfortable, ensuring that no unnecessary movements are made that may exacerbate an injury.
3. Decide whether the emergency services are required. If so, ask the adult who is helping to call either 999 or 112. If possible, make this call next to the injured party so that as much information as possible can be conveyed to the operator.
4. Do not give the child anything to eat or drink until seen by a medical professional.
5. Never leave the child alone.
6. Never drive an injured child to hospital. If a child needs hospital treatment, an ambulance must be called.
7. Arrange for a parent or carer to be informed. Do not waste time by calling parents first if the child is in need of hospital treatment. Call parents after the emergency services have been called.
8. Accompany (or arrange for another member of staff to accompany) the child to the hospital in the ambulance if required.
9. Once the child is being looked after by either another member of staff, parent or medical professional, write down the details of the incident and fill out the relevant forms. If unsure of which forms to fill out, seek the support of either Mr Griffiths, Julia Moor or Jane Booth.

For more serious injuries, help should be summoned. All injuries that result in a hospital visit must be reported to the Local Authority via an ARF1 form in addition to the procedures below for recording minor injuries.

For minor injuries to children, the following procedures are followed by all staff:

- Assess the situation and the nature of the injury.
 - Call for assistance if required.
 - Calm and reassure the child
1. Apply the appropriate first aid measures (carry out checks before using dressings to avoid allergic reactions)
 2. For any type of accident, fill out the School Minor Injury Record Form (Form 1) in the Accident Book (which can be found in the First Aid cupboard in the indoor room.) This completed form must be filed in the school office.
 3. Fill out an Accident Form (Form 2) to be sent home for all except head injuries.
 4. For head injuries, fill out the Head Injury Form to be sent home.
 5. If a head injury has resulted in a bump or bruise, a call should be made to parents to explain what has happened and to decide whether the child should remain at school or be sent home.
 6. For all other minor injuries, staff should use their discretion in deciding whether parents should be informed. If a colleague is unsure of what action to take, s/he should seek the advice of the Headteacher.
 7. If handing over a child who has been injured to another adult (e.g. transition periods such as the beginning/end of lunchtime), ensure that s/he is informed of the injury so that the child can be monitored and the adult can ensure that the form goes home.
 8. In order for monitoring of accidents and near misses to be carried out, add the name of the child injured to the list in the office. The school administrator records when the reply slip from parents, acknowledging their receipt of an injury letter, is returned.

9. For very minor injuries, where cleaning of hands or knees may be the only treatment required, KS2 pupils may be asked to help. If this is the case, children helping should be of the same gender and the younger child being helped must be happy to be helped by another child.

Appendix 2 - Closing the Register Procedures

- A register is taken in all classes at the beginning of the day and immediately after lunch. Each morning, the Administrator checks registers and calls the parents of any children who are absent and for whom a message explaining absence has not been taken.
- If the Administrator is unable to contact the parent/carer of an absent child by 9:30am, the Headteacher is informed. He will take the appropriate action based on the individual circumstances of the child/ family, involving external agencies where appropriate.
- No assumptions are made if a child is unaccounted for at the beginning of the day. A member of administrative staff or the Headteacher will:
 1. Contact all other listed contacts by telephone to find out the whereabouts of the child or children. If there is no response from any contacts by 10am, move to step 2.
 2. Use all available contacts, including e-mail and known places of work, to attempt to make contact. This should include text messaging, e-mail where possible and voicemail messaging. The message should state a time by which the parent/carer must contact school to confirm their child's whereabouts.
 3. After the time stated in the message in step 2 with no response, contact the Customer Service Centre (Children's Social Care) on 0845 034 9410 for further advice. At this stage, you may give family details as it may be that Social Care already hold information for that family. For children already known to Social Care, a separate contact is available as part of a Child Protection Plan. At this stage, the Headteacher or appointed teacher should be involved. The appointed teacher is currently Amy McIntosh or Megan Foy.
 4. Consideration should be given to informing the police where there is still concern about the whereabouts of a child/family.
 5. Record all conversations in writing, including times and the names/roles of people spoken to. Ensure that this is handed to the Headteacher if he is not present.

Appendix 3 - Anti –Bullying Information for Pupils

Bullying is unkind, unfair and not welcome in our school. Bullying makes people feel bad. A bully is someone who:

1. Says or does unkind things to someone over and over again.
2. Tries to get someone into trouble or forces them to say or do things that they don't want to or shouldn't do.
3. Leaves people out over and over again meaning that they have nobody to play with.

We are not scared of bullies. If we feel like we are being bullied, we always:

1. Tell an adult that we trust straight away in person or by using the worry box (an adult in school, a parent, a grandparent). We understand that the earlier we tell someone, the sooner they will help us.
2. Politely tell the person being unkind to us what is they are doing that we don't like.
3. Talk and share our worry instead of retaliating (doing the same back) Our adults will help us by always:
 1. Listening to us when we speak to them.
 2. Investigating (finding out about) the problem by speaking to everyone involved.
 3. Share the problem with other adults in school who will help.
 4. Decide on the best way to deal with the situation
 5. Share the problem with parents if this will help the bullying to stop.

We help each other by:

1. Saying NO to bullying.
2. Never being afraid to tell an adult if we think that someone is being bullied.
3. Standing up for our friends with well-chosen words.
4. Never keeping secrets if we think one of our friends is unhappy.