

Follifoot CE Primary School Safeguarding Policy

2021 - 2022

Written by: Katie Barnett (DSL)

Annual Update – January 2022

Follifoot Church of England Primary School promotes the safeguarding and welfare of all children 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.

Rationale

Safeguarding is not the same as child protection. **Safeguarding** refers to the policies, procedures and practices employed to keep children safe from harm and promote their well-being. It's the responsibility of all for all. **Child protection** refers to the policies, procedures and practices employed when there are concerns that harm might take or have taken place.

It is important that staff, governors, and volunteers and visitors are aware of both the safeguarding and child protection policies, procedures and practices in an appropriate level of detail for their role or the capacity in which they are involved with school.

Safeguarding is defined by four key aspects;

1. Protection from maltreatment
2. Preventing the impairment of mental and physical health and development
3. Grow up with provision of safe and effective care
4. Action taken for all children to have the best outcomes

At Follifoot Church of England Primary School 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 LOVE, LEARN and THRIVE. Staff and volunteers at Follifoot School, 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 September 2021 (KCSIE) Summary of Changes

Related Policies

Vulnerable groups

Safe Recruitment of Staff & Volunteers

Supervision

Site Security

Medical Needs of Children

Intimate Care

Lockdown

Missing children

Educational Visits

First Aid (including concussion)

Data protection short summary for staff

Safe use of the internet

Use of children's images

Use of mobile phones

Drugs and substance misuse including anti-smoking

The Safeguarding Policy is to be read in conjunction with the following separate policies/ guidance;

Child Protection
Attendance
Behaviour
Exclusion
Peer on Peer Abuse
Healthy and Safety
Medical Policy
First Aid Policy
Fire Safety
Educational Visits
Whistleblowing
Positive Handling
Intimate Care
SEND
Looked after Children
Managing low level concerns

Aims

- To ensure the safety of all children at all times.
- To enable children 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 children.

Key Personnel

Designated Senior Leader (DSL) for Safeguarding and Child Protection

Mrs Katie Barnett (Interim Head teacher)

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

01423 872580

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 Catherine Bromlley

Contact in school or via the school office.

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

Designated Governor for Safeguarding and Child Protection

Mrs Marianne Tharby

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)

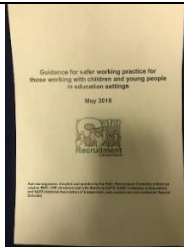
Email - safeguardingunit@northyorks.gov.uk

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.

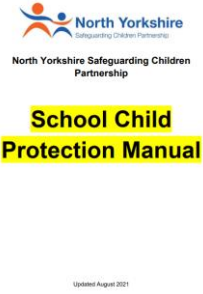
Safeguarding Key Documents 2021-2022

Document	Document Name	Notes
 <p>Department for Education</p> <p>Keeping children safe in education 2021</p> <p>Statutory guidance for schools and colleges</p> <p>September 2021</p>	<p><u>Keeping Children Safe In Education (KCSIE) – DFE September 2021</u></p>	<p>This is statutory guidance. All staff must read Part One and Annexe B.</p> <p>Senior leaders including governors should read the full document.</p>
 <p>Copyright Material</p> <p>Working Together to Safeguard Children</p> <p>A guide to inter-agency working to safeguard and promote the welfare of children</p> <p>July 2018</p> <p>Copyright Material</p>	<p><u>Working Together to Safeguard Children DFE July 2018</u></p> <p>A guide to inter-agency working to safeguard and promote the welfare of children</p>	<p>Dfe guidance specifically focused on inter agency working to safeguard children.</p>
 <p>Department for Education</p> <p>What to do if you're worried a child is being abused</p> <p>Advice for practitioners</p> <p>March 2015</p>	<p><u>What to do if you are worried a child is being abused. DfE.</u></p>	<p>DfE guidance that is used as part of staff and governor training and informs our practice.</p>
 <p>FEDERATION OF FOLLIFOOT SPOFFORTH CHURCH OF ENGLAND PRIMARY SCHOOLS <i>Love Learn Thrive</i></p> <p>Follifoot CE Primary School Safeguarding Policy</p> <p>2021 - 2022</p> <p>Written by: Katie Barnett (DSL)</p> <p>Annual Update – January 2022</p> <p>Follifoot Church of England Primary School promotes the safeguarding and welfare of all children in its care.</p> <p>All policies work alongside our Child Protection Policy, and Equalities Scheme which sets out our strategy for ensuring equal opportunities for all.</p>	<p>School Safeguarding Policy</p>	<p>Annual policy written by school specifically for the school. Updated for the start of each academic year (or within if needed) covering range of safeguarding issues. Published on school website.</p> <p>This is currently under development by SLT.</p>



[North Yorkshire Safeguarding Board Safer Working Practices May 2019](#)

North Yorkshire Safeguarding Partnership guidance. This informs the process under which referrals are made and dealt with as well as the process for children with child protection plans.



Federation of Follifoot and Spofforth Child Protection Policy.
Part of Child Protection Manual.

School Policy based on NY template. Update annually or following NY updates and/or following national updates e.g. a new version of KCSIE



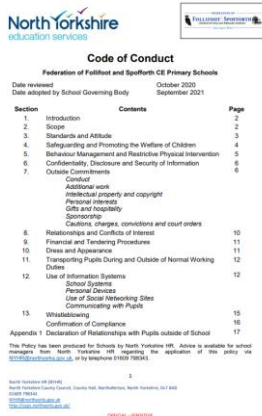
[Inspecting safeguarding in early years education and skills August 2021](#)

Guidance followed by inspection teams in relating to the inspecting of safeguarding.



[North Yorkshire Safeguarding Partnership Website](#)

The website of the Safeguarding Partnership for all children in North Yorkshire.
Information, training, advice, guidance and forms needed for safeguarding and child protection.



[Staff Code of Conduct](#)

Available in Safeguarding TEAMS file and copy on the SG notice board.

All staff must read and complete the electronic declaration annually.

Keeping Children Safe in Education (KCSIE)

Summary of changes September 2021

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 2021 – This is a key document. All staff MUST have read at least part 1 and have signed an agreement to say they have. All staff have completed a quiz on Microsoft Forms test, to reflect on the changes that have been made in the most recent update. The results of which are looked at and areas for development are identified.

What has changed?

A breakdown of the substantive changes in each section are displayed in Annex H of the KCSIE document.

The main changes in Part 1 of the 2021 update are the importance of both mental and physical health, updates surrounding child criminal exploitation and child sexual exploitation and making it explicitly clear that the guidance applies to supply staff.

An outline of some of the key changes:

Mental and Physical health.

In this version, there has been text added to paragraph 4 to make it clear that both mental and physical health are relevant to safeguarding and the welfare of children.

Contextual safeguarding

The contextual safeguarding paragraph has been moved from paragraph 32 in 2019 to 21 in 2020 version. It has been updated to encourage all staff but specifically DSLs to consider situations outside education or their families.

Child criminal exploitation and child sexual exploitation

A new paragraph (28) has been added to provide staff with information about child criminal exploitation and child sexual exploitation as well as additional information in Annex A.

Mental Health

There are new paragraphs (34-38) on mental health to help staff make the link between mental health concerns and safeguarding issues and signpost guidance.

Supply staff

This version added reference (paragraph 56) to make it explicitly clear that this also applies to supply staff.

Additional advice and support helplines are also available on pages (94-96) in the KCSIE 2020 document.

Related Policies

Child Protection

Our Child Protection Policy must be read in conjunction with this policy. The Designated Senior Lead for Child Protection is Mrs Katie Barnett (Interim Headteacher). The Designated Governor for Child Protection is Mrs Marianne Tharby. Concerns that cannot be discussed with the Headteacher can be communicated directly to Miss Ward or Mrs Tharby. Our Child Protection Policy is based on the model policy produced by NYCC in conjunction with the Local Safeguarding Board. The annual updated version is typically published around October each year. Following its publication, we will update our own policy in accordance with the updates and recommendations it provides.

Inclusion – SEND

Our Inclusion Policy includes guidelines on provision for high achieving children, those who require additional provision within school and those who require external support along with procedures for meeting the needs of all children. Our SENCo is Zara Chantler. The Designated Governor for SEND is Mrs Emma Booth.

Health and Safety/ First Aid

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. The Headteacher 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 Mrs Sarah Giddings and Mrs Care Horner.

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, Anti-bullying, Exclusion

These outline our approach to management of behaviour within our school culture.

Peer on Peer Abuse / Harmful Sexualised Behaviour

These outline our approach to management of these issues in our school. It is being developed in 2021-2022.

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.

Fire Safety

This separate policy outlines school approaches to fire safety.

Equalities Scheme

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

PSHE and Relationship and Sex Education

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

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 child in our care are equally important, there are individuals or groups of children 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 children are monitored closely as part of our assessment and inclusion strategy:

- Boys and girls.
- Minority ethnic and faith groups, asylum seekers and refugees.
- 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.
- Those who are looked after by the Local Authority or adopted.
- Any learners who are at risk of disaffection or exclusion.
- Children in receipt of Child 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).

All staff including supply staff and 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 a vulnerability checklist in order to fully assess the needs of vulnerable children.

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;

- Katie Barnett, Interim Headteacher
- Zara Chantler - SENDCO
- David Harrington– Chair of Governors
- Hilary Staves – Associate Governor
- Emma Booth – Parent Governor and SEND Governor

When recruiting staff, the Federation Governing Body and Headteacher refer to the DfE Keeping Children Safe in Education (September 2021) Part Three Safer Recruitment (pages 47- 81) and also the School Recruitment Policy based which is based on the North Yorkshire County Council HR Department's model policy.

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.

DBS Rechecks. NYCC operates a 10% sample for rechecks. Having risk assessed this approach we continue to apply this approach.

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 (non-agency)

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

Supply and Temporary Staff (agency)

All supply agencies send through a booking confirmation with clearance checks. This outlines their suitability to work. Identification is always checked against this booking confirmation when supply staff come to the school for the first time.

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 Visitor and Supply Staff safeguarding Information, is provided for all visiting staff. 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 Peripatetic Music 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 children.

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.

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 Visitor and Supply Staff Safeguarding Information 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. Red Lanyard (labelled Full Internal access) with Fob = visitor who has been DBS checked; Red lanyard (labelled visitor) = no DBS check completed. It is the responsibility of all the staff to ensure supervised visitors are never left alone with children and do not request them to undertake activities that could leave children or the visitor in a vulnerable position.

Supervision of Children

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 children 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 children 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 child but knows exactly where they are. Where a child cannot directly see an adult but knows where to go to find one.

For the vast majority of time in school children 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 cannot always see the entire line of children. Where this is the case staff will apply professional judgement regarding which children it is most appropriate to have at the back of the line where remote supervision is applied.
2. When children are using the toilet. Staff would not infringe on the privacy of children using the toilet. Steps will be taken to ensure all children can use the toilets confidently and safely without direct supervision.
3. During unstructured times of the day such as playtime and lunchtime, staff are deployed to supervise different parts of the playground.

Start & End of Day Supervision

School begins at 8.55am promptly. Teaching staff will be on the playground from 8.50am. 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 children.

School ends at 3.30pm. Staff will go into the playground with their class to ensure parent/carers are there to collect their children. Staff will hand each child over to a parent/ carer.

Other children may be taken by a staff member to the roadside outside school, where they are collected by car by Spofforth Child Care and then transported to Spofforth school.

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 or outdoor sink 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 until 10.45 (Yr 5+6) Or 10.45 – 11.00am (Yr 1-4). Afternoon play (**Yr1&2 only**) is taken at the discretion of the class teacher and is for 15 minutes. Each class must be accompanied to the playground by an adult who must **remain with them until all duty staff are present**. There are a minimum of 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 that playground gates are shut and padlocked although this forms part of the daily duties for the administrators.

The external doors should remain shut during playtime **not** propped or wedged open. If children need to enter the building they should ask a member of staff. 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.

At breaktimes, children will ask the adult on duty, if they wish to go the toilet. No more than two boys and two girls will go to the toilet at any time. The supervising adult 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. 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 Supervision

One sitting is operated in the village hall at lunch time.

There is a minimum of 3 staff in the hall (1 Dolce catering staff and two school staff).

When all children have finished eating, they are lined up and taken outside by the staff who are supervising the hall. There are a minimum of 2 staff in the playground.

School to School Bus

From September 2018 the Federation has operated a joint Early Years class taught at Spofforth and children from Follifoot school also use this bus to travel from Follifoot

School to Spofforth School. For the section of Journey that is Follifoot to Spofforth (and the return journey from Spofforth to Follifoot), the bus is supervised by a member of Spofforth School Staff. Children are collected at 8.40 and returned at 3.30. An appropriate risk assessment for this has been completed.

At the end of the day the Federation Early Years class teacher will make arrangements for the children from their class to gather in the entrance hall, supervised by a member of staff. Pupils are then registered and taken to the school bus by the staff member who is on school bus duty. Follifoot parents meet their children from the bus and each child is handed over to their parent. If for any reason a child is not collected, the member of staff supervising the bus will bring the child into the Follifoot school building.

Supervision of Consequences – Also see Behaviour Policy

If children reach Step 3 as outlined in the Behaviour for Learning Expectations document, 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.

If following discussion with the Headteacher or Senior Leader it is deemed appropriate for them to be kept inside the school 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.

Changing for PE

During Covid, children came into school in their PE kits on their allocated PE days. This has been continued this academic year to save valuable learning time.

Changing for Swimming – Wetherby (Year 3&4)

Boys and girls change in cubicles. These are supervised by a member of staff standing outside the cubicle doors. Male staff will not supervise female children 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

- All children, parents, staff and visitors enter school via the main entrance. Visitors are directed to this via clear signage. From 8.55 – 3.15 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.
- Staff and fully approved volunteers (with DBS checks) gain access into the school through the use of a fob which is given when staff receive their ID badge.
- For all visitors who are not DBS checked or for whom we are unable to verify their DBS status, '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.
- Entry to the school is monitored by the school administrator or the Headteacher.

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 Children

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, 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

Staff refer to the Intimate Care Policy for guidance. 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.

Lockdown (Site Emergency Lockdown)

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

Lockdown is the ability to quickly and proportionally secure children 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 Follifoot School might be:

- The close proximity of a dangerous animal (most likely a dangerous dog) roaming loose or out of its owners' control.
- A child's behaviour either inside or outside of school posing a risk to other children and staff
- 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 children, 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 children 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 children, staff and visitors.
- Lockdown is initiated by blowing the emergency whistle (if children are outside) or by means of a verbal message to delivered to staff clearly using the word 'lockdown'.

Next Steps

- Stay calm.
- B continually or give the instruction clearly 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 children 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 child are accounted for. Any missing children should be reported immediately to the Head Teacher of admin officer who will initiate missing child procedures.
- Adults should reassure children and direct them to quite activities. Adult should stay within the room until they are told it is safe to 'stand down' from lockdown procedures.
- If instructed to or if adults feel it necessary (depending on the reason, if known, of the lockdown, they would block the door with a table) and ask the children to all sit under tables. For younger children a 'den' could be made and a story could be read while in the den.
- 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).
- 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 Headteacher, 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 children 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 children during a visit should be fully briefed on these procedures.

Missing Children

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

Procedures

- Children are supervised on the playground from 8:50am. 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 children on the playground at 8:50 and escort them into school at 8.55am. Parents are discouraged from engaging teachers in long conversations from this time, leaving them able to focus on their children.
- 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 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. Another 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 of any reason why a child needs to leave the school premises during the day. Children may only leave the premises with the permission of the Head teacher and only with an agreed adult. They sign out at the office 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. A list of approved adults for collection is given by parents to school at the beginning of the year.

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 texts or calls the parents of any children who are absent and for whom a message explaining absence has not been taken. 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:

- 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, all available contacts, including e-mail and known places of work, will be tried 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.
- If after the time stated in the message, there has been no response, contact the Headteacher or senior teacher who will consider the wider known context. Consideration will be given to contacting the Customer Service Centre (Children's Social Care) on 01609 780780 for further advice. At this stage, staff 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.
- If you are still concerned about the whereabouts of a child/family, consideration should be given to informing the police.

- Record all conversations in writing, including times and the names/roles of people spoken to.

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: child 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 children 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 children 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.

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)	Paediatric (2-day course)	Emergency First Aid (1-day course)
Jo Oldfield	Sarah Giddings	Katie Barnett Abby Hope Amy Bearman Sarah Scarratt Anna Pearce Nicole Diggle (Expires September 2023) Natalie Speight Catherine Bromley Vickie Sherburn (Expires September 2024)

There is at least a member of Paediatric 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 children 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.

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) and for specific minor injuries complete a minor injury 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 cannot be done then parents should be called to alert them to look out for the letter in the child's book bag.

For any type of accident, inform 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. Make sure the completed form is sent to the office who will complete the 'Accident Form Index' sheet. Completed forms must be filed in the school office. There are different forms for both children and adults.

Forms must be given to the office at the end of the lunchtime or playtime so they can be added to Scholarpack and the forms secured confidentially in accordance with GDPR regulations.

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 child 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.

Data Protection – A Short Summary

This refers to any data held by the school in relation to children, parents, staff, visitors and volunteers. This includes simple data such as child 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. This was updated May 2018 with the new GDPR. It is vital all staff are aware of this. Staff should check with the Headteacher or office administrator before sharing any personal data.

Please be particularly careful of;

- Hiding the screen when completing electronic registers.
- Leaving computer screen unlocked.
- Leaving paper copies of with any personal data unattended.
- Entering your class into competitions where child's name needs to be given – this needs parental permission.
- Writing letters to send off.

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.

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 Online Safety 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 PSHE 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 children 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/>

<https://www.ceop.police.uk/safety-centre/>

<https://www.thinkuknow.co.uk/>

Recording and Retention of Safeguarding Information

'Schools and colleges and their staff are an important part of the wider safeguarding system for children'

'everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.'

KCSIE September 2021

All concerns (welfare, safeguarding, and child protection) and all behaviour incidents are logged, tracked, monitored and evaluated using CPOMS which is an electronic system for which all staff have a log in. All follow up actions are also recorded using this system. Staff adhere to the CPOMS Policy when logging incidents

What is A Concern?

Any information that causes you to be worried/concerned about the welfare, wellbeing (physical or emotional) or safety of a child.

Use of Children's Images

All staff at Follifoot 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 children may be required by a representative of Social Care and not only carers.

A child'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 Follifoot we have taken a sensible, balanced approach, which at present allows parents to photograph and film providing they follow clear guidelines, which are:

- Any filming must be of the parent's individual child or children ONLY. No group filming or photographs are permitted.
- 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.
- If any other children are accidentally captured this content must be deleted immediately.
- 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.

- 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 children.
- Permission must be granted in advance and filming or photography must be sensitive to the needs of all children.
- 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:

- Telephone calls are not taken and no 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, staff should discuss this with the Headteacher.
- 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)
- 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 children.
- Staff members must NEVER use their personal mobile phone to take photographs of children. 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.
- Staff not adhering to this policy may find themselves subject to disciplinary procedures.
- 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 '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.

Drugs and substance misuse including anti-smoking

As a school, we have the interests and wellbeing of all children 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 child 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 children 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 PSHE, through the informal curriculum and through extracurricular 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 children.
- Not smoking on school transport including private cars where other people's children are passengers.
- Being alcohol free whilst caring for children 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 Follifoot 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 considered:

- **Confidentiality** - Schools cannot offer total confidentiality to children 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 children. 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 child 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 children.

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