

# **The Federation of Follifoot and Spofforth Church of England Primary Schools**

## **Federation Safeguarding Policy**

**2024 - 2025**

The Federation of Follifoot and Spofforth Church of England Primary Schools promote 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 five key aspects;

1. Providing help and supporting to meet the needs of children as soon as problems emerge
2. Protecting children from maltreatment, whether that is within or outside the home, including online
3. Preventing impairment of children's mental and physical health or development
4. Making sure children receive safe and effective care as they grow up
5. Taking action to enable all children to have the best outcomes

Across the Federation of Follifoot and Spofforth Church of England Primary Schools, 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 in our schools, 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 2024 (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;

Attendance Policy  
Behaviour Policy  
Child Protection Policy  
Children with health needs who cannot attend school  
Children Missing Education (CME) Policy  
Early Years Foundation Stage (EYFS) Policy  
Educational Visits Policy  
Exclusion Policy  
Fire Safety Policy and Procedures  
First Aid Policy and Procedures  
Child on Child Abuse Policy  
Healthy and Safety Policy  
Intimate Care Policy  
Looked After Children (and previously Looked After Children) Policy  
Low-Level Concerns Policy  
Medical Policy  
Online Safety Policy  
Positive Intervention Policy  
Safer Recruitment Policy and Recruitment of Ex-offenders Policy  
SEND Policy  
Staff Code of Conduct  
Whistleblowing Policy

### **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 Catherine Bromley (Senior Teacher at Follifoot)**

**Mrs Alys Blades (Senior Teacher at Spofforth)**

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

Follifoot - 01937 590655

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 Zara Chantler & Mrs Sarah Giddings: Follifoot - 01937 590655, Spofforth - 01937 590655**

These are the members of staff to contact in Mrs Bromley and Mrs Blades 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.



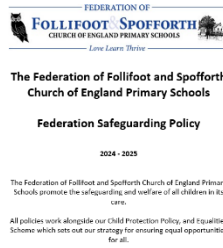
### Local Authority Designated Officer (LADO) for Safeguarding and Child Protection



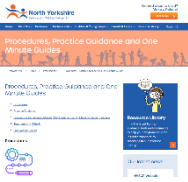
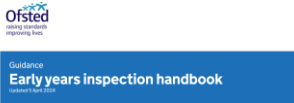

#### **Local Authority Designated Office (LADO)**

Email: [lado@northyorks.gov.uk](mailto:lado@northyorks.gov.uk) or Telephone: 01609 533080

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 2024-2025

Document	Document Name	Notes
<p><b>Keeping children safe in education 2024</b> Statutory guidance for schools and colleges</p>	<p>Keeping children safe in education 2024</p>	<p>This is <b>statutory guidance</b>.</p> <p>Senior leaders including governors must read the full document.</p>
 <p><b>Working Together to Safeguard Children 2023</b> A guide to multi-agency working to help, protect and promote the welfare of children December 2023</p>	<p><a href="#"><u>Working Together to Safeguard Children</u></a></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><a href="#"><u>What to do if you are worried a child is being abused. DfE.</u></a></p>	<p>DfE guidance that is used as part of staff and governor training and informs our practice.</p>
	<p>Federation Safeguarding Policy</p>	<p>Annual policy written specifically for the schools in the Federation. Updated for the start of each academic year (or within if needed) covering range of safeguarding issues.</p> <p>All policies are stored in the TEAMS file and a physical copy is on the Safeguarding notice boards in school.</p> <p>All staff must read and complete the electronic declaration annually.</p>

 <p>North Yorkshire Safeguarding Children Partnership</p> <p><b>Child Protection Policy</b></p> 	<p>Federation of Follifoot and Spofforth Child Protection Policy.</p>	<p>School Policy based on NY template. Updated annually or following NY updates and/or following national updates e.g. a new version of KCSIE</p> <p>All policies are stored in the TEAMS file and copy on the Safeguarding notice boards in school.</p> <p>All staff must read and complete the electronic declaration annually.</p>
	<p><a href="http://safeguardingchildren.co.uk">NYSCP (safeguardingchildren.co.uk)</a></p>	<p>North Yorkshire Safeguarding Children Website.</p>
	<p><a href="http://www.gov.uk">Early years inspection handbook - GOV.UK (www.gov.uk)</a></p>	<p>Guidance followed by inspection teams in relating to the inspecting of safeguarding.</p>
	<p><a href="#">Staff Code of Conduct</a></p>	<p>All policies are stored in the TEAMS file and copy on the Safeguarding notice boards in school.</p> <p>All staff must read and complete the electronic declaration annually.</p>

## Keeping Children Safe in Education (KCSIE)

### Summary of changes September 2024

#### Main technical changes to be aware of

The **definition of safeguarding has been expanded** to bring it in line with Working Together to Safeguard Children:

- A new line has been added: Providing help and support to meet the needs of children as soon as problems emerge
- In the bullet on protecting children maltreatment, the guidance has clarified that this is **within or outside the home, including online**

There are also a few new **early help indicators**. You should now also be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

#### There have also been the following small changes:

- When referring to 'abuse and neglect', the guidance now also includes 'exploitation' throughout
- The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse
- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues
- The indicators of county lines have been updated. Be aware of children who:
  - Go missing **from school or home** and are subsequently found in areas away from their own
  - Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

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#### 2 sections are still under review

##### The section on children who are lesbian, gay, bisexual or gender questioning

- This remains under review until the response to the gender questioning children consultation and final guidance have been published
- The phrase 'gender questioning' has replaced the word 'trans'
- KCSIE says that schools should take a cautious approach to support a gender questioning child and:
  - Consider the broad range of the individual's needs
  - Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
  - Include any clinical advice that is available

- Consider how to address wider vulnerabilities, such as the risk of bullying
- It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

### **Preventing radicalisation**

- This section is still under review after the government published a [new definition of extremism](#) on 14 March 2024
- For now, the changes include:
- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
  - 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
  - When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
  - Some information around possible indicators has been removed. Instead, refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#)

### **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 Alys Blades and Mrs Catherine Bromley (Senior teachers). The Designated Governor for Child Protection is Mrs Marianne Tharby. Concerns that cannot be discussed with the Headteacher can be communicated directly Mrs Tharby. Our Child Protection Policy is based on the model policy produced by NYCC in conjunction with the Local Safeguarding Board.

#### ***Inclusion – SEND***

Our SEND 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 Governors for SEND are Marianne Tharby and 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 and Children Missing Education (CME) Policies outline 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 policies outline our approach to promoting positive behaviours, providing education and where appropriate strategies to management of behaviour within our school culture.

### ***Child on Child Abuse inc. Harmful Sexualised Behaviour***

These outline our approach to management of these issues in our school.

### ***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.

### ***Children who are Looked after (and previously looked after)***

Based on NYCC guidance and expectations this outlines the support and monitoring of children who are looked after.

### **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 Pupil Premium.

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 liaise with the SENCO and the Headteacher.

#### **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;

- Robert Lakin, Headteacher
- Sarah Giddings – Senior Administrator
- David Harrington - Governor
- Hilary Staves – Governor
- Emma Booth – Governor

When recruiting staff, the Federation Governing Body and Headteacher refer to the DfE Keeping Children Safe in Education (September 2024) and also the Safer Recruitment 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. The Federation seek assurance from all supply agencies used that staff have been recruited in line with safer recruitment processes and that training takes place for all agency staff with regard to Keeping Children Safe in Education.

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. Yellow 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 or Senior Teachers. 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 9:00am (Follifoot) and 8.50am (Spofforth). Teaching staff will be on the playground from 8.55 am (Follifoot) and 8:45am (Spofforth). 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 (Follifoot) and 3.20pm (Spofforth). 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 will be taken to the bus.

Some children may be taken by a staff member to an after-school club. The children will be registered by the club leader.

### **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 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 or 10.45 – 11.00am. 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.

Morning playtime is from 10.45 – 11.00am. 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 to 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 2 staff in the hall (1 Dolce catering staff and one member of 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.

Two sittings are operated in the school hall at lunch time. EYFS and KS1 eat first whilst KS2 play outside then KS2 eat second whilst EYFS and KS1 play outside.

There is a minimum of 3 staff in the hall (1 Dolce catering staff and two school staff). Reception children come into the dining room at 11.50 and class staff remain with them till 12.00. Children have pre ordered their meal from home and use the touch screen to see what has been chosen. This is then served by Dolce staff.

There are at least two staff on duty outside simultaneously with the alternate key stage.

When all children have finished eating, they are lined up and taken outside by the MSA who is supervising the hall. Likewise, the children who are outside are lined up and brought in to eat by the MSA.

### **Federation EYFS Class and School Bus Supervision**

From September 2018 the Federation has operated a joint Early Years class taught at Spofforth and children from Follifoot school are transported the Spofforth each day by Taxi. For the journey from Follifoot to Spofforth, the children are supervised by a member of Spofforth School Staff. 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 taxi by the staff member who is on duty. Follifoot parents meet their children from the taxi 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.

Some children from outside the local area are brought to school via the school bus which is operated under contract via NYCC passenger transport who award and manage the contract. At the end of the day each 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.

### **Supervision of Restorative Work**

If following discussion with the Headteacher or Senior Leader it is deemed appropriate for a child to remain in the school building during a break or lunchtime, 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 to save valuable learning time.

### **Changing for Swimming (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 9:00 – 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 Headteacher 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 Headteacher, 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' 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](http://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 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 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 whistle continuously (if children are outside) or by means of a verbal message to delivered to staff clearly using the word 'lockdown'.

### **Next Steps**

- Stay calm.
- 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 children 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 children and direct them to quiet activities. Adults should stay within the room until they are told it is safe where the signal of 'all clear' from lockdown procedures is given.
- 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..

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 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 0300 131 2 131 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.

<b>First Aid at Work (3-day training)</b>	<b>Paediatric (2-day course)</b>	<b>Emergency First Aid (1-day course)</b>
Clare Horner Tracy Matthews	Helen Lee Jess Curtis Debbie Greenwood Amy Gardner	Ben Bolton Katie Smirthwaite

Sarah Giddings	Sarah Giddings Amy Gardner Amanda Milman	Fern Long Sahra McCann
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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 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 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. 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 Headteacher. 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 is reviewed an update on an annual basis. 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 Headteacher 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.

Children and staff activity on ICT devices is monitored through the Federation use of SENSO cloud. This allows the Headteacher and senior teachers to be alerted to any issues with how the computers, laptops and tablets are being used that are not inline with the schools vision and values. Alerts are followed up where action is needed. Concerns with regard to the children's use of technology would be recorded on CPOMS with appropriate actions taken. Where a member of staff has used technology inappropriately, the incident would be recorded and actioned accordingly as a Low-Level Concern, consultation with the LADO or other actions dependent of the severity of the incident.

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**

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 and DSL and DDSLs follow up incidents recording actions taken in line with the policy.

### **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 and Spofforth 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 and Spofforth 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 Headteacher (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 Headteacher 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 and wearable technology – staff and volunteers**

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 or other device (including wearable technology) to take photographs of children. Each school has access to school iPads 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**

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.

Children are not permitted to bring mobile phones or wearable technology such as smartwatches and Apple watches into school. Where there may be an occasion for this to take place, the headteacher or Senior Teacher must have been made aware and the device will remain locked in the office whilst the child is onsite.

### **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 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'.