

Safeguarding Policy & Procedures

2025- 2026

Written by: Paul Griffiths

Annual Update – September 2025

St Peter's CE 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.



Policy Review dates

Version	Author	Date written	Approved	Note of revisions
2025-2026	Paul Griffiths	2.9.2025	22.9.2025 LGB	Addition of individual assessment of contextual risks previously with the CP policy References to KCSIE updated to reflect KCSIE 2025 Change to one DDSL only due to maternity leave and reducing numbers Updated LADP phone number Updated registration guidance for staff
2026-2027				

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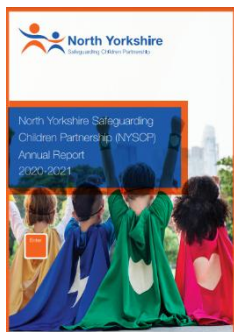
It is important to note that the information contained within this policy is not organised in priority order. All procedures contained within this policy are of equal importance and the whole of this policy document should be treated as such.

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School Specific Safeguarding Evaluation of Risk

St Peter's takes a proactive approach to ensuring staff have a clear, accurate and current picture of regional and local safeguarding risks and priorities. We are pleased to outline below our strategies and mechanisms for this as well as our evaluation of these risks, the action taken to mitigate and the impact of these actions.

St Peter's School recognises regional and local safeguarding priorities identified in key reports from the North Yorkshire Safeguarding Board.



[Annual Report](#)



[North Yorkshire Safeguarding Children Partnership Website](#)

Other Proactive Strategies

- Weekly DSL meetings to review case work, plan training, review action plans and discuss emerging safeguarding issues. See DSL group file.
- Regular review (at least monthly) of [North Yorkshire Police Website](#) News Section to review local issues reported.
- Invite community PC and or PCSO to DSL team meeting once a term to update school on local issues.
- Link established with local PC and or PCSO in order they can provide any significant running updates.
- Link with local magistrate court to keep apprised of any significant cases that may result in disruption around the court.
- DSL team members attend NYCC Professional Practice Groups and other related SG training throughout the year to keep apprised of regional and local issues.
- Discussion between HT and DSL's from across the Trust with regard to Safeguarding issues within Quality of Education Trust meetings every three weeks.
- Strong effective relationships between staff and children. All children have named class teacher(s) with whom strong trusting relationships exist which results in children feeling comfortable to talk about and share their experiences which contributes to local knowledge.
- Termly meetings between one of DSL team and IDAS team at local refuge to maintain current picture of key issues for families in this context.
- Partnership with [Knowsley City Learning](#) receiving termly teacher online safety updates and monthly parent newsletters.
- Signed up to receive [NSCPCC](#) online safety newsletter and [Andrew Hall](#) weekly updates.
- Subscription to [Safeguarding Pro](#) provides detailed updates and training support on current and emerging issues.
- High profile of safeguarding agenda with our families results in families knowing the importance and reporting issues/concerns to us that they are aware of.

Evaluation of Risks

Regional Priority	Actions to address
County Lines Children criminal exploitation (CCE) – county lines. A number of families in town centre location including housing that is vulnerable to attempting cuckooing.	Key poster on SG notice board and updates relating to context specific. Staff aware of key signs e.g. children often travelling to new places. Staff aware of older siblings within families and aware to listen out for key signs such as older siblings being out late or changes in behaviour or patterns or suddenly being given money.
Radicalisation Radicalisation and extremism – extreme right-wing groups.	Staff aware of radical views take variety of forms and can be on a range of issues animal welfare, climate, right wing political views. Staff aware that children in our phases may well repeat without understanding views they have heard so are vigilant for children repeating views they have heard and will sensitively explore where these views come from. Questioning culture provides children with skills to question and consider views understanding what extremes might be.
Mental Health Needs All agencies need to show how they are able to demonstrate more clearly how a young person's mental health needs can be met over a sustained period of time. Impact of COVID restrictions on children's mental health increase in demand on services with little or no increase in resource allocation	SENDCO takes a lead role in SEMH provision. SEMH is identified as one of the four categories of need for children. Early identification of children who may be vulnerable to SEMH difficulties is embedded in our graduated response to SEMH through provision maps. Creation of dedicate resource area of website for staff, parents and children. Newsletter and briefing focus on SEMH issues. Creation nurture space in school September 2021.
NY SG Partnership Establish stronger links between the NY Safeguarding Partnership and Education establishments.	Attendance at Partnership Managers 'Masterclasses' Subscription to partnership board monthly newsletters proving key local updates Promotion of partnership website to staff in particular the One minute guides.

Locally Identified Risks	Steps to minimise/reduce/mitigate risk
Complacency Potential for complacency of staff with misconception that ‘abuse’ can’t or ‘doesn’t’ happen here in an apparently affluent town.	Regular training and refreshers to remind staff that abuse can happen anywhere and to any child – no context is ‘immune’ to this. Vigilance is key. High profile of key information via safeguarding notice boards. Regular updates in verbal and written weekly briefings. November 2021– Move from paper-based system to electronic (SG My School) – improve speed of transfer of information between colleagues who need to know. Quicker and easier analysis of patterns and trends related to our children. Weekly DSL team meetings to maintain proactive approach to all elements of safeguarding and child protection. Safeguarding focus with in all external visits from Trust adviser. Focussed Safeguarding Review annually. Governor visits to always include element of SG focus.
Town Centre Location - Derelict building next door to school - Proximity to magistrate court - Proximity to temporary accommodation for the homeless - Proximity to Bars, Pubs, Restaurants - Proximity to railway and train station - Busy town centre throughout the year and increasingly busy at key times of year through tourism (Christmas and Summer)	Staff aware and vigilant e.g. caretaker and cleaners visual inspection of bin areas, front playground. Review of premises security arrangements with planned improvements for 2022 subject to planning permission. Establishing link with magistrates court in order school aware of any high-profile cases likely to attract any protests. Staff aware of location and alternative routes available if needed. Close supervision at handover times and written record kept of any children walking home by themselves. Curriculum provision and parental awareness e.g. clever never goes campaign Review of PSHE curriculum to ensure systematic approach to teaching around aspects Children experience walking through town to church 4 times a year and also walking to other events e.g. Pantomime. Key safety messages reinforced and rehearsed at these times.
Road Safety - Busy routes in and around school - Two car parks in close proximity	Regular reminders to children through curriculum sessions and verbal updates to children in class and to families via newsletters. Staff presence at front of school at start and end of each day giving reminders. Regular presence of PCSO start and end of day in and around streets of school.
Use Public Spaces for Curriculum PE and some other curriculum work delivered on ‘The Stray’ which is a public open space.	Risk assessment in place for use of this space including routes to and from.

Locally Identified Risks	Steps to minimise/reduce/mitigate risk
New Arrivals - Isolation of families new to the area arriving suddenly and sometimes unplanned - access to services for families can be harder. - Children moving mid-year or mid phase. Potential for continuity of provision, support or information to slow or cease if information not passed on.	Strong pastoral care and good working knowledge of families who may find access to services difficult. School aware of these families and can support directly or help facilitate adjustments e.g. holding meetings at school or helping to facilitate and signpost families to sources of support that can assist. Phone contact with all previous schools. Written requests of all files, welfare, CP and any other information. Introduction of electronic system November 2021 which will allow for instant transfer of information from any school. Receipts gained for transfer of all records when children move on. Telephone contact with new schools to ensure children are physically present before removing from roll.
Parental Separation Common in our schools for children to experience parents separating. Increased chance of emotional wellbeing challenges for these children.	Staff aware of children who are in this situation. Good secure relationships allow for children to confidently articulate their feelings as needed. Staff proactively make themselves aware of transition points when children spending time with both parents to provide additional reassurance at these times. Close and effective working with CAFCASS. In process of developing a clear policy document to reassure and outline school neutrality in these contexts.
Impact of Parental Work Commitments Social / emotional impact on children through parental work commitments.	Training referencing signs of this to help staff spot this type of potential neglect (children 'craving' attention). Staff aware of this may well present differently to more common types of physical neglect e.g. lack of uniform, being hungry. Staff continually encouraged to report concerns no matter how minor they may appear on an individual basis they may form part of wider pattern.
Attendance & Missing from Education - Poor attendance due to neglectful parental attitudes to attendance 'not mattering'. - CME due to parental attitudes that it is acceptable to return to home country without informing school	Clear guidance and expectations published on website. Half termly monitoring of attendance including all groups and individual checking of PA. Written and verbal contact as needed. Support of LA and or other agencies when needed. Printed copies of attendance overview provided to parents of children PA end of each term. Admin team very alert to signs e.g. international dialling tone on phones. HT or DSL team member conduct CME welfare checks.
Online Safety & Risk of Grooming Online safety and wellbeing. Many children with direct or indirect (via older siblings) access to smartphones and tablets. Many with social media access and or accounts despite being below advised or required age. Increase in this during lockdown due to social isolation of lockdown.	Advice and guidance to parents via website and newsletters. Specific monthly newsletter. TEAMS use agreement from COVID Internet safety built into PSHE and computing curriculums. Alerts to parents re specific risks when occur. Regular training updates for staff via staff meetings led by computing lead and or PSHE lead. Computing lead completed NSPCC online safety module in 2022. PSHE lead attends PSHE PPG group for updates and sharing of good practice on termly basis.

Locally Identified Risks	Steps to minimise/reduce/mitigate risk
County Lines & Cuckooing - Parts of Harrogate town centre are known as places in which drugs can be purchased - Properties in Harrogate town have been 'cuckooed' - Frequent reports of arrests in relation to drug offences in the area	Key poster on SG notice board provide information to staff on the signs to be aware of in relation to this. Staff reminded of key signs e.g. children often travelling to new places. Adults without children offering to take children places as a 'cover' or to hold handle drugs. Staff aware of older siblings within families and aware to listen out for key signs such as older siblings being out late or changes in behaviour or patterns or suddenly being given money.
Domestic Violence A women's refuge is within the catchment area of the school. The school frequently has a number of children attending school who are accommodated in the refuge having left domestically violent situations.	Staff trained and aware of the impact of DV on parents and the children. Staff aware of increased risk of violent behaviour being copied or mimicked in school. Staff aware of emotional impact of leaving a familiar home suddenly and potential for resentment. Strong pastoral ethos ensures children are 'loved' and welcomed from their 'day 1'. Effective provision in place including Just B counselling, and good links with IDAS team. Safe spaces in school for IDAS children's workers to complete direct work with children. Practical help and support for these families via school e.g. second-hand uniform) and also support from St Peters Church (food hampers, clothing vouchers, emotional support)
Overlooked Premises Two classrooms (Kingfishers and Ravens) and parts of the playground are overlooked by houses behind at the front of school.	Staff aware of this risk and monitor closely when on playground and from those classrooms. Staff aware to report any suspicious activity e.g. anyone looking in/taking photographs/video. Rooms fitted with blinds which can be lowered if needed at appropriate times (e.g. children changing). Children do not regularly change in these rooms.

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 St Peter's 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 SHINE. Staff and volunteers at St Peters, 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 2025 (KCSiE) Summary of Changes
- Related Policies
- Educational Visits
- Vulnerable groups
- Safe Recruitment of Staff & Volunteers
- Site Security
- Medical Needs of Children
- First Aid (including concussion)
- Use of children's images
- Bullying
- Drugs and substance misuse including anti-smoking
- Safe use of the internet
- Late and missing children
- Anti-discrimination
- Safe handling of children
- Recording and retention of safeguarding information
- Lockdown
- Physical Education and School Sport
- Data protection short summary for staff

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

School Policies	Trust Policies
• Child Protection • Attendance • Behaviour and Exclusion • Anti-bullying • Child on Child • Educational Visits • Relationship and Sex Education • Health and Safety • Fire Safety • SEND • Looked After Children	• Safer Recruitment • Privacy Notice • Equalities Scheme

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 Safeguarding Leader (DSL)

Mr Paul Griffiths (Headteacher)

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

01423 569684

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

Deputy Designated Safeguarding Leader (DDSL)

Mrs Alice Jones

Contact in school or via the school office.

These members of staff are the people to contact in Mr Griffiths' absence should you have concerns about a child's welfare.

Designated Governor for Safeguarding and Child Protection

Mr William Naylor

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)

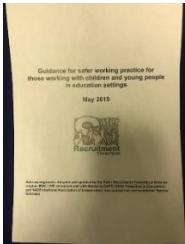
Email - safeguardingunit@northyorks.gov.uk

01609 798005

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

Key Documents

Safeguarding Key Documents 2025-2026

Document	Document Name	Notes
	<u>Keeping Children Safe In Education (KCSIE) – DfE September 2025</u>	This is statutory guidance . All staff must read Part One and Annexe A & F. Senior leaders including governors should read the full document.
	<u>Working Together to Safeguard Children DfE July 2018</u> A guide to inter-agency working to safeguard and promote the welfare of children	DfE guidance specifically focused on inter agency working to safeguard children.
	<u>What to do if you are worried a child is being abused. DfE.</u>	DfE guidance that is used as part of staff and governor training and informs our practice.
	School Safeguarding Policy	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.
	<u>North Yorkshire Safeguarding Board Safer Working Practices May 2019</u>	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.

Keeping Children Safe in Education (KCSIE) 2025

Summary of changes September 2025

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.

KCSIE 2024– 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 F the [KCSIE](#) 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 Paul Griffiths. The Designated Governor for Child Protection is Will Naylor. Concerns that cannot be discussed with the Headteacher can be communicated directly to Mrs Jones or Mr Naylor. Our Child Protection Policy is based on the model policy produced by Yorkshire Causeway Schools Trust which is written 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 Alice Jones. The Designated Governor for SEND is Jessica Eaton.

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 administrator.

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 Child on Child

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

Child on child Abuse / 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.

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 the NYCC [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 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;

- Paul Griffiths, Headteacher.
- Alice Jones – SENDCO
- Amanda Foster – Business Manager

When recruiting staff, the Governing Body and Headteacher refer to the DfE Keeping Children Safe in Education (September 2023) Part Three Safer Recruitment (pages 52- 84) 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

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

Supply staff need not retrospectively provide an application form or references but must provide the above personal information as a minimum requirement. A booklet entitled 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 as set out in KCSIE) 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. Blue lanyard = visitor who has been DBS checked; Red lanyard = 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 can not 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 ensuring sufficient coverage of all areas.

Fun Club – Before and After School Supervision

Fun Club runs in the morning from 7.30am till 8.45am. There are four members of staff on duty from 7.30 until 9.00am. There is always a nominated additional adult who can be called upon in an emergency situation.

At the beginning of the day, the junior children join their class line from 8.40am and their class teachers will supervise them on the playground. The infant children will be led by a member of Fun Club and handed to the class teacher. Reception children will be taken by a member of Fun Club to the EYFS unit.

Start & End of Day Supervision

School begins at 8.45am promptly. Teaching staff will be on the playground from 8.40am. Each teacher will bring their class into school supervising them in any cloakroom or locker areas or delegating cloakroom/locker area 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 and 3.15pm. 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.

Children in KS2 will go to Fun Club in the bottom hall, where they are registered. A member of Fun Club will go to the back playground to collect the Infant children who are attending after school club. Reception children will be collected from the EYFS unit by a member of Fun Club.

Classroom Supervision

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

Break Time & Lunch Time Playground Supervision

Morning playtime is staggered from 10.00 - 10.15am for the infant children and Year 3 and from 10.30 – 10.45am for Year 4-6 children. Afternoon play (EY and Yr1&2 only) is taken at the discretion of the class teacher if needed. 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 locked.

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 (front playground) and the first aid trolley (back playground) 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 and/or 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. A second bell is run to indicate the children should be quiet and facing forward ready to enter school.

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

Lunchtime (Meal) Supervision

All school dinners are served in the bottom hall and the children enter into the hall in year group order. All packed lunches are eaten in the bottom hall.

Typically, there are 4-5 staff in the hall; three 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 line up and are served their lunch via a canteen style service. Children can sit anywhere, although the younger children sit at tables on the blue lino, which are nearest to the kitchen. Children will then be able to leave the hall when they have finished their meal and cleared their plate and cup.

Supervision of Consequences – Also see Behaviour Policy

If children reach Step 3 (See Appendix 1 - Behaviour Flow Chart) at playtime or lunchtime they should typically miss 5-10 minutes of play. This can typically be done by asking them to sit on a bench or stand with an adult.

If it is deemed appropriate for a child to be kept inside the school building during a playtime 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

Children come into school in their PE kits on their allocated PE days.

Changing for Swimming – Hydro Swimming Pool

Boys and girls change in large gender specific changing rooms. Each changing room will be supervised by a member of staff standing at the main door. Male staff will not supervise female children in the context of changing for swimming. Individual cubicles are available and are used for specific children as discussed with the HT or AHT.

Supervision on Trips and Visits.

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

Site Security

Entering the Building

- There is a secure perimeter line around the site with coded locks. Codes are different and staff should ensure codes remain confidential.
- All children, parents, staff and visitors enter school via the main front gates. Visitors are directed to this via clear signage. During the school day, 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.

Supervision Procedures

- Parents/carers are made aware that children are supervised on the playground from 8:40am. Before this time, it is made clear that children are the responsibility of the parent/carer. On days that Mr Griffiths is not in school, another member of teaching staff provides supervision on the playground from 8:35am.
- At morning playtime, children are supervised by a minimum of two adults. These times are staggered: KS1 from 10.15am – 10.30am and KS2 from 10.30am - 10.45am.
- At afternoon playtime, children are supervised by the class teacher. These times are decided by the class teacher dependent on the stage of learning in each classroom.
- Staff follow the guidelines and procedures set out in the Educational Visits Policy when planning visits out of school. Ratios of adults to children are taken into account and all risk assessments completed are logged on the 'Evolve' system.
- The back gate from the playground is closed and secured at 8.50am. Staff are responsible for 'double checking' the gates are bolted and locked shut at the start of playtime and lunchtime.
- Children are supervised as they leave school at the end of the school day.
- Reception children wait with staff in their cloakroom area and parents wait in the side area of school until the member of staff hands them to their waiting parent. All KS1 and KS2 children are led to the playground areas.
- A member of teaching staff is present to ensure that all children are collected. Children are aware of and frequently reminded of the procedures in place should they not be able to find the adult collecting them.

Staff Responsibilities

It is the responsibility of all staff to be vigilant with regards to site security by following the procedures set out in this policy. Failure to do so may result in security being breached. As such, all staff have signed to say that they have read, understand and will implement the above procedures. It is also the responsibility of all staff members to report any security issues to the 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' (2008) to ensure that this requirement is met.

Intimate Care

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

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

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

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

First Aid

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

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

There is a member of Pediatric First Aid trained staff timetabled to be on site every day. Only in the most exceptional of circumstances would there be no member of staff with the appropriate training available. It is our policy to ensure that appropriate first aid arrangements are in place for our 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 to 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.

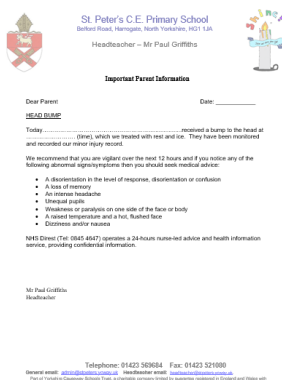
For minor injuries to children, the following procedures are followed by all staff:

- 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 (see below). 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 also (see photo below). Completed forms must be filed in the school office. There are different forms for both children and adults.



St Peter's C.E. Primary School
Bedford Road, Hemingford, North Yorkshire, HG1 1JA
Headteacher – Mr Paul Griffiths

Important Parent Information

Dear Parent

Date: _____

HEAD BUMP

Today _____ (date) _____ received a bump to the head at _____ (time) which was treated with rest and ice. They have been monitored and recorded our minor injury record.

We recommend that you are vigilant over the next 12 hours and if you notice any of the following abnormal signs/symptoms then you should seek medical advice:

- A deterioration in the level of response, disorientation or confusion
- A loss of memory
- An intense headache
- Shouting or crying
- Weakness or paralysis on one side of the face or body
- A raised temperature and/or flushed face
- Dizziness and/or nausea

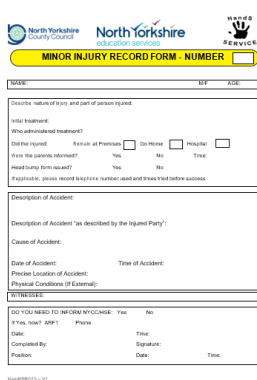
NHS Direct (Tel: 0845 457) operates a 24 hours monitored advice and health information service, providing confidential information.

Mr Paul Griffiths
Headteacher

Telephone: 01423 506084 Fax: 01423 521080

Parent contact: 01423 506084 Headteacher email: headteacher@st-peters-hemingford.northyorks.sch.uk School website: www.st-peters-hemingford.northyorks.sch.uk School address: Hemingford, North Yorkshire, HG1 1JA

Head Bump Form



North Yorkshire County Council
North Yorkshire
Hemingford, North Yorkshire, HG1 1JA
Headteacher – Mr Paul Griffiths

MINOR INJURY RECORD FORM - NUMBER _____

NAME: _____ SEX: _____ AGE: _____

Describe nature of injury and part of person injured

Initial treatment:

Who administered treatment? _____

Did the injured: _____

Revised at Premises ☐ On Home ☐ Hospital ☐

How the parents informed? Yes ☐ No ☐

Head Bump form issued? Yes ☐ No ☐

If applicable, please record telephone number used and times tried before success

Description of Accident:

Description of Accident "as described by the injured party": _____

Cause of Accident: _____

Date of Accident: _____ Time of Accident: _____

Physical Location of Accident: _____

Physical Conditions (if External): _____

INITIALS: _____

DO YOU NEED TO INFORM ANYONE? Yes ☐ No ☐

If Yes, Name: _____ Address: _____ Phone: _____

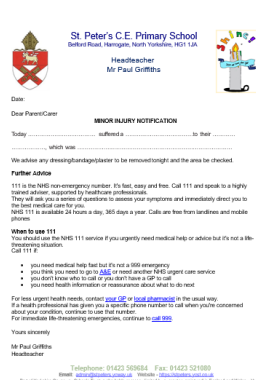
Date: _____ Time: _____

Completed By: _____ Signature: _____

Position: _____ Date: _____ Time: _____

Head Bump Form

Minor Injury Record



St Peter's C.E. Primary School
Bedford Road, Hemingford, North Yorkshire, HG1 1JA
Headteacher – Mr Paul Griffiths

Date: _____

Dear Parent/Care

MINOR INJURY NOTIFICATION

Today _____ suffered a _____ to their _____ which was _____

We advise any dressing/dressing/patch to be removed tonight and the area be checked

Further Advice

111 is the NHS non-emergency number. It's free, easy and free. Call 111 and speak to a highly trained adviser, supported by healthcare professionals. They will ask you a series of questions to assess your symptoms and immediately direct you to the best medical care for you. NHS 111 is available 24 hours a day, 365 days a year. Calls are free from landlines and mobile phones.

When to use 111

You should use the NHS 111 service if you urgently need medical help or advice but it's not a life-threatening situation.

- you need medical help but it's not a 999 emergency
- you think you need to go to A&E or need another NHS urgent care service
- you don't know who to call or you don't have a GP to call
- you need health information or reassurance about what to do next

For more urgent health needs, contact your GP or your pharmacist in the usual way. If a health professional has given you a specific phone number to call when you're concerned about your condition, continue to use that number. For immediate life-threatening emergencies, continue to call 999.

Yours sincerely

Mr Paul Griffiths
Headteacher

Telephone: 01423 506084 Fax: 01423 521080

Parent contact: 01423 506084 Headteacher email: headteacher@st-peters-hemingford.northyorks.sch.uk School website: www.st-peters-hemingford.northyorks.sch.uk School address: Hemingford, North Yorkshire, HG1 1JA

Minor Injury Notification Accident Form Index

Forms must be given to the office at the end of the lunchtime or playtime.

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 Arbor.

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.

REMINDER: On day of accident please contact Health & Safety Risk Management Office. Within 2 days you will be contacted from 71-6460-2323 or 71-6460-2323 ext. 2323. If you are unable to contact us, please call 71-6460-2323 ext. 2323.

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

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Concussion

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

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

The medical term for concussion is minor traumatic brain injury.

Symptoms of concussion include brief:

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

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

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

Head Injuries

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

First Aid Equipment

First aid equipment is kept in both the First Aid Medical Room and on the portable First Aid Trolley, situated in the office and taken to the back playground at lunchtime. First aid 'grab' packs for taking trips are kept in classes. Cold packs are kept in the fridge at the bottom of the main stairwell. Disposable cold packs are kept in the First Aid Medical Room.

Use of Children's Images

All staff at St Peter's 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.

Photo consents are given by parents and recorded directly into Arbor where staff can check consents for children in their class. 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 St Peter's 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

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

- School has two school mobile phones that can be used for trips and visits and photographs.
- 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. Staff have access to school iPads, 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/carers 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 this document 'School Performances and Sporting Events' must be followed.

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

Drugs and Substance Misuse Including Anti-Smoking/Vaping

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 extra-curricular activities such as Crucial Crew and PCSO 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 school 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 St Peter's 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 (child or adult)** - If drugs, (excluding medicines) are found on school premises or on individuals the drugs should be 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 & Anti-Vaping

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 or 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'.

Safe Use of the Internet

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

- An Internet Safety poster, which is appropriately worded to ensure that it is understood by all children, is placed in clear view of every computer and in every classroom for times when laptops are used. The children's attention is drawn to this poster, which contains guidelines that they must follow.
- The school's curriculum includes guidance and lessons in e-safety and children are given the opportunity to discuss such issues alongside a range of other personal safety issues as part of 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/>

Late and 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 of all children until handed over to parents and/or carers at the end of the day.

Procedures

- Children are supervised on the playground from 8:40am. 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 8:40 and escort them into school at 8.45am. 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 Stray).
- 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 Headteacher 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 Headteacher. If the Headteacher 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.

If unable to contact parents 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.

Attendance – Registration Guidance for All Staff

Registration is a key statutory part of safeguarding processes. It is essential that accurate registration is taken at the start of each morning (8.50am – 9.00am) and each afternoon (1.05pm – 1.10pm).

Our school day starts at 8.45am. Children should arrive at school between 8.40am and 8.45am so they can enter school with their class. Staff should be present on the playground ready to begin greeting their classes at 8.40am. Staff are strongly encouraged to use an alarm on their phone to alert them a few minutes before 8.40am in order they are on the playground promptly at 8.40am.

Registers are taken electronically on Arbor. Please see the office admin team if you need assistance with this. If there are any issues accessing Arbor paper copies of class lists will be provided for taking the register. On completing these should be sent to the school office.

Registration timings and procedures	
Arrival Period 8.40am – 8.45am	Children arrive on site and line up with class.
Registration Period 8.50am – 9.00am	Registration period. If children are present at the start of this period they will be marked as present using the ' / ' code. If children arrive after the start of registration but before the registration period has closed, they will be marked as late using an 'L' code. The 'L' code indicates being late and this lateness is classified as a period of authorised absence on your child's record.
Registration Period Closes 9.00am	Staff must close their register on Arbor. Children will either be present ' / ' or late 'L' or not present 'N'. <u>No other codes to be used please.</u>
9.00am – 9.20am	In line with DfE guidance children arriving up to 30 minutes after the registers have opened will be classed as late and marked using the 'L' code. The 'L' code indicates being late and this lateness is classified as a period of authorised absence on your child's record.

After 9.21am.	In line with DfE guidance children arriving 30+ minutes after registration opened are classed as late and marked with the code 'U'. This lateness is classed as a period of unauthorised absence on your child's record.
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A summary of the codes to be used by teachers during registration:

Arbor Code	Guidance
/	Present. Child is in class at 0850 at the start of the register
L	Any child that arrives in class after 0850 until 0900
N	Any child that is not in class between 0850 and 0900
I	If you are aware that a child is ill, this code can be used with an explanation

Key Notes

- If there is already a code against a child – e.g. I (illness), M (dentist / Dr appointment), C1 (authorised leave) etc do not override these codes as they have been pre entered based on information provided by parents. The only exception to this would be if a child was pre marked as due to be absent but are present then this should be changed to present to ensure in an emergency the child is accounted for.
- **In the morning**, staff should not change any register after 09.00am.
- Admin staff will add the L or U codes after 09.00am.
- During the taking of the **afternoon register (1.05pm – 1.10pm)**, if the staff member taking the register notices that there is an N code from that morning still present against a child who is in school but arrived late, please change to L or U depending on what time that child arrived (see table on page 1). This will be because the child was let in by a member of staff who did not the get chance to let the office know they had arrived, or the admin team did not have sufficient time in the morning to update the late arrivals.

Trips, Visits, Residentials & Swimming.

- A class list must be left with the office indicating either children present, or children absent upon departing from school when it is known the children will not be present for the afternoon registration period. The office staff will then complete the register for that class based on the information left behind.
- If a child leaves a trip or residential part way through the office must be informed by telephone by the trip leader.

Concerned?

If you are concerned about a child's lateness, please check their Arbor record to ensure concerns are reflected in the registration data and then email p.griffiths@stpeters.ycst.co.uk

Missing from Education

Children would be classed as missing from education under the following circumstances

1. Child is on roll but not attending and whereabouts and/or reason for not attending are unknown or unclear.
2. Child offered a place at any stage (start of year or mid-year) but does not then take it up.

In the case of scenario 1

- Identification of this would come via the admin team via first day contact. Concerns would be passed to the DSL.
- The DSL would attempt to make further enquiries including contact with all known contacts, enquiries with known friends or family members and a welfare check at the home address.
- If the above does not result in ascertaining the whereabouts and reason for absence, including a planned date for return, then a referral to the CME team will be made via cme.coordinator@northyorks.gov.uk
- A record of the actions taken would be made on CPOMS.

In the case of scenario 2

- Identification of this would come via the admin team via first day contact on the expected start date. Enquires with the previous school as well as the parent would be made. Concerns would be passed to the DSL.
- The DSL would attempt to make further enquiries including contact with all known contacts, enquiries with known friends or family members and a welfare check at the home address (if assessed as safe to do so).
- If the above does not result in ascertaining the whereabouts and reason for absence including a planned date for return then a referral to the CME team will be made via cme.coordinator@northyorks.gov.uk
- A record of the actions taken would be made on a secure Word document as a child yet to start would not be on CPOMS system.

Registration and Missing Child Within Educational Visits

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.

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 an 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.

Removing a Child from Roll (deregistering)

There is a clear and robust decision-making process for deregistering a child from the school roll. It is outlined below. Records are kept of steps on CPOMS or via email trail.

- School is informed that a child is due to leave the school.
- The school seeks written confirmation of this from the parent(s) or those with Parental Responsibility (PR).
- The school makes best efforts to verify information provided including next school or education establishment.
- The school gathers information regarding expected timelines and supports the family as necessary with regard to transition.
- In the case that the child is actively known to any external agency the school would check with parents whether appropriate workers have been informed and if not take steps to inform them.
- On the day it is understood the child starts at their new establishment the school will contact the new establishment via telephone to confirm the child is attending. Following this the CTF will be transferred and the child will be removed from roll.
- Following on from this confirmation the relevant files including any confidential SG or CP records will be sent via CPOMS. If the new establishment does not use CPOMS, a PDF record will be created and sent securely.

If it is not possible to complete any of these stages for any reason advice will be sought from the NY CME team via;

Julie Hodges julie.hodges@northyorks.gov.uk or cme.coordinator@northyorks.gov.uk

Typical examples of more complex situations that require advice in the context of St Peter's are; children moving abroad where school starting age may be different to the UK or where it is harder to obtain confirmation of children transferring.

These procedures account for the expectations as outlined in;

[DfE Children Missing Education guidance](#)

Alternative Provision (AP)

The school recognises the need to have clearly identified robust procedures for any AP. Any Alternative Provision is arranged and overseen jointly with the Local Education Authority including assessment of suitability for meeting need, safer recruitment of staff and that the appropriate safeguarding and child protection policies are in place.

The schools uses the YCST AP checklist to ensure all appropriate checks are made.

Transportation to AP is arranged, managed and overseen by the Local Education Authority including appropriate checks on drivers.

The school seeks written assurance of the above from the Local authority and the AP provider prior to entering into any arrangement with an AP provider.

Daily contact is made with the AP provider to confirm attendance and any non-attendance followed up with parents. Education off site is marked with a specific code on the register and does not class as absent. In addition to this daily, regular contact will be made, including visits to provision by an appropriate staff member (likely to be the SENDCO), to ensure effective transition and ongoing effectiveness of the arrangement.

School Responsibilities

Prior to accessing NYAP schools should:

- Thoroughly assess the needs of the young person
- Have made all reasonable efforts to support the young person within their existing resources
- Sought advice and guidance from their Local SEND Hub
- Received parental consent before referral to the Inclusion Panel

Whilst a young person attends a NYAP the school should:

- Maintain on-going contact with the AP and pupil, with clear procedures in place to exchange information, monitor progress and plan for reintegration.
- Maintain the young person on the school roll
- Agree with the AP the curriculum and interventions the young person will access
- Monitor attendance and work in partnership address any issues
- Remain 'open' to a return to mainstream school for all children referred
- Ensure young people are supported at transition points
- Commission suitable and cost-effective transport for the young person (LA contribution available)
- Make a contribution to the placement cost of £26 per day

Further information on AP can be found at [NY CYPS](#)

Education Off Site

The school routinely seeks attendance information where children are educated off site. The most typical example of this at St Peter's is attending a residential visit. During visits, attendance registers are taken daily including a record of any children leaving during the residential. Information is communicated back to school and attendance records maintained.

Part Time Attendance

Where any child is undertaking a part time timetable for any reason and for any period beyond 5 days the CME co-ordinator at NY CYPS will be informed and involved.

Julie Hodges julie.hodges@northyorks.gov.uk or cme.coordinator@northyorks.gov.uk

In order to safeguard children and achieve good levels of attendance and punctuality advice regarding attendance and punctuality matters will also be sought from;

Julie Parrish – Tel: 01609 798013

julie.parrish@northyorks.gov.uk

Elective Home Education (EHE)

When a parent notifies the school of their interest in or intent to undertake elective home education the school will;

- Notify the NYCC CYPS EHE adviser to arrange a pre-decision meeting to discuss their decision.
- Support the family by attending the meeting.

Harrogate, Ripon, Knaresborough & Craven (Jenny Harker-Jones Jenny.Harker-Jones@northyorks.gov.uk)

Once a family has selected to undertake EHE the school will complete the EHE form within 10 days of notification and send to the EHE adviser.

Further information regarding EHE can be accessed [here](#).

Medical Needs Attendance Related Matters

The school is committed to ensuring children with medical needs can continue to access educational provision and will work with the [NY CYPS medical education service](#) to achieve this.

The school will always contact and [refer](#) to the [medical educations service](#) where a child has been absent for 10 days with a medical need and are not able to provide a suitable full time education for the child.

Uncollected Child Procedures

- The end of the school day is 3.15. Parents are informed this is the end of the teaching day and from this time children will begin to exit the building.
- Children are taken to the relevant part of the playground for handover to parents at the end of the day.
- There is a record on Arbor of any children with permission to walk home by themselves or with a sibling.
- Fun Club maintain a list of all children attending after school care.
- Children in EY are collected from their classroom(s) by a member of Fun Club staff. Other children will be sent to walk internally to Fun Club
- Any child not collected after all other children have been will be brought by an adult to the front of school entrance area.
- Supervising adults (usually class teacher or HLTA covering PPA) will wait with child for 10 mins past the end of the day.
- If by 3.30 the child is not collected, further enquiries made – check with Fun Club that child not due to go to them. Check against after school club lists that they are not expected at after school club. Check with child if any known reason why not yet collected. Ask office to contact parents.
- Children to remain supervised until collected.
- If registered with Fun Club and space available children may be able to attend Fun Club until collected.
- If child still uncollected 30 minutes after the end of the day then contact the DSL or deputy DSL who will make further enquiries and consider appropriate actions, including if necessary contacting the duty safeguarding team 01609 780780.

Early Years

All safeguarding and child protection arrangements outlined in this policy and in the Child Protection policy and manual relate to all children including those in Early Years.

Ages and Stages

St Peter's accepts children into the reception year. Children start school at St Peter's in the academic year in which they reach five years of age. Reception is the final part of the Early Years Foundation Stage of education.

St Peter's has no other stages of Early Years.

The school and the staff with children in EY are aware of and familiar with the requirements and expectations as set out in the [Early Years Statutory Framework](#).

Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16 EYFS Framework), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Each child in Early Years is allocated a key person. At St Peter's this is the child's class teacher.

Staff : Child Ratios

The ratio and qualification requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher. St Peter's meets this requirement.

Equality & Diversity

St Peter's school welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

School pays due regard to the need to:

- **Eliminate discrimination, harassment, victimisation** and any other conduct that is **prohibited by or under this Act**.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. Our curriculum and all its associated plans will fully take into account our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

The school strongly opposes all forms of discrimination. We are committed to liaising closely with all stakeholders - our families, local community groups and other relevant agencies to develop ways of combating discriminatory behaviour by young people and adults both in and out of school.

Our school will not tolerate intentional discriminatory behaviour of any kind. All adults must be seen to tackle all forms of discrimination, prejudice and intolerance.

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

Each complaint will be logged by the Headteacher and instances of racial discrimination are reported to North Yorkshire County Council as part of the termly return.

There must be no ambiguity in the way the school reacts to discrimination. Staff are responsible for transmitting school policy on a daily basis and they must do so consistently.

Further, more detailed description of our commitment to equality can be found in our Single Equality Scheme.

Safe Handling of Children

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

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

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

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

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

All staff receive regular training on Positive Behaviour Approaches, De-escalation techniques and safe holding principles. The most recent version of this as delivered in January 2022.

In 2022-2023 5 staff were Team Teach trained.

Managing Harmful Sexual Behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive. Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected sexualised behaviour which doesn't have an overt element of victimisation or abuse.

It is important to be able to distinguish between developmentally typical sexual behaviour from those that may be harmful. As part of the Child on child Policy, support and guidance is given to identify and respond appropriately to managing harmful sexual behaviours in school.

Currently, the Designated Safeguarding Lead, Paul Griffiths and the two Deputy Designated Safeguarding leads, Helena Fishburn and Alice Jones have all completed NSPCC training in Spring 2022. If in any doubt about the appropriateness of an incident, please seek advice.

See Appendix 5 – RAG rating for Managing Harmful Sexualised Behaviours.

Recording and Retention of Safeguarding Information

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

- Welfare / Behaviour / Safeguarding & Child Protection Concerns 2023-2024

All concerns (welfare, safeguarding, and child protection) are logged, tracked, monitored and evaluated using CPOMS. All behaviour incidents are recorded on Arbor. All follow up actions are also recorded using this system.

‘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 2023

Dealing with a Disclosure

Receive: Listen carefully and without judgement.

Reassure: No promise of complete confidentiality should ever be made to a child or anyone giving information about possible abuse. Explain and reassure that in the interest of the child, staff will share information with other professionals. Only those who need to know will be told.

Respond: Listen rather than ask direct questions. Clarify if needed e.g. When did that happen?

Record: As soon after the disclosure as practically possible, document the disclosure or concerns.

Refer: Pass all information directly and immediately to the DSL or deputy DSL by logging the concern/disclosure on CPOMS. The DSL or deputy DSL will receive an automatic alert. If the issue refers to the DSL or deputy DSL please contact the SG governor or LADO – see key persons poster for contact details.

If making handwritten notes when first listening to a child please ensure these are shredded after putting these on CPOMS.

Recording A Concern

Accurate – Please remember to be accurate as records formed may be used in discussions with parents, and outside agencies. This includes spelling, grammar and punctuation. Records can be used in legal proceedings.

Factual – Keep to the facts avoid opinions.

Timely – Written immediately after the concern has been noted, typically this would be within a few minutes and always within the same day.

What is A Concern?

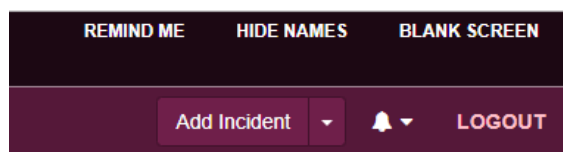
Any information that causes you to be worried/concerned about the welfare, wellbeing (physical or emotional) or safety of a child.

While not exhaustive the below aims to provide a guide to help ensure we have consistency of use from all staff. If in any doubt please seek advice.

ALWAYS logged on CPOMS	Discretion - seek advice from senior teacher. Senior teachers to take advice from HT if needed.	Not recorded on CPOMS
• Unexplained lateness or absence • Concern shared by a child with you • Concern shared by a parent with you • Concerns re mental and emotional health • Use of age restricted products, knives, social media accounts, films, cigarettes, alcohol • Unexplained or suspicious bruises or marks. • Sudden change in physical or emotional state or behaviour. • Unusual or inappropriate levels of independence/ lack of appropriate supervision.	• One off forgotten lunch explained by parent. (Consider however is the child vulnerable?) • Accidental fall on the playground - other children involved	• Fall on the playground - no other child involved • Explained one off absence

Using CPOMS

Click on Add incident – top right-hand corner.



Complete all sections of the form.

Ensure what is written is factual and accurate. Where action has already been taken please add this.

☐ Attainment
☐ Attendance
☒ Behaviour Related Log
☐ Bullying/ Friendship Related Issues
☐ Cause for Concern
☐ Child Contact
☐ Child Protection
☐ Contact with External Agency
☐ Home Issues/ Parenting Issues

☐ Medical Issues
☐ Parental Contact
☐ Safeguarding
☐ SEND
☐ Team Teach Incident
☐ Verbal & Aggressive Incidents

Behaviour Related Log Subcategories

☐ Answering back
☐ Bad Language
☐ Classroom
☐ Hall
☐ Hitting/Pushing
☐ Kicking
☐ Negative Behaviour
☐ Playground
☐ Poor Manners
☐ Positive Behaviour
☐ R1
☐ R2
☐ R3
☐ R4

☐ Refusing reasonable instruction or request
☐ Repeatedly not listening
☐ Spitting or Biting
☐ Telling Lies

Type a student's name to link them to this incident.

Mon 09 December 2019

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

☐

Alerts

Indiciduals can be alerted by typing the first two letters of their name. Key groups such as the DSL team are automatically notified.

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Remember to finish by clicking on;

Submit Incident

UPDATING AN INCIDENT -Further Action Taken

Class teachers may take action themselves having logged a concern. For example speaking with a parent. Where this is the case please return to the incident and make a note of the action taken and update the record..

Associated Actions

show actions

Remember to finish by clicking on -

Add Action

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 St Peter's 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 continually ringing the school bell (if children are outside) or by means of a verbal message to delivered to staff clearly using the word 'lockdown'.

Next Steps

- Stay calm.
- Ring the bell continually or give the instruction clearly and instruct 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 Headteacher or 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 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 Headteacher 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' if 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.

Physical Education (PE) & School Sport

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



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

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

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

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

It is the responsibility of all staff to;

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

Equipment

Where possible, all items of large PE and sports equipment are 'fixed' securely into the ground e.g. gymnastic apparatus. Fixed equipment and large apparatus such as the gymnastics benches are inspected annually by an approved contractor.

Termly visual inspections are carried out by HGS site staff. School staff should visually check equipment before use. If there is any sign of damage the equipment should not be used.

Data Protection – A Short Summary

This refers to any data held by the school in relation to children, parents, staff, visitors and volunteers. This includes simple data such as children's 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. ALWAYS use WINDOWS key and 'L' to lock screen when not at or using computer.
- 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.

Appendix 1 – Quick Reference Guide to First Aid Procedures

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

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

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

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

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

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

1. For any type of accident, fill out the School Minor Injury Record Form in the Accident Book (which can be found on the First Aid Trolley in the office). This completed form must be filed in the school office.
2. Fill out an Accident Form
3. Fill out the appropriate bumped head letter or minor injury letter to be sent home
4. If a head injury has resulted in a bump or bruise, a call should be made to parents to explain what has happened and to decide whether the child should remain at school or be sent home.
5. For all other minor injuries, staff should use their discretion in deciding whether parents should be informed. If a colleague is unsure of what action to take, s/he should seek the advice of the Headteacher.
6. 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 very minor injuries, where cleaning of hands or knees may be the only treatment required, KS2 children may be asked to help. If this is the case, children helping should be of the same gender and the younger child being helped must be happy to be helped by another child.

Appendix 2 – Parent Consent Form

Request to administer medication

This information will be held securely and confidentially and will only be shared with those who have a role or responsibility in managing the administration of medication to your child.

Child's name _____ Current Class _____

Parent/carer's name _____ Phone Number _____

Details of medication, these must be in the original container as dispensed by the pharmacy when on school premises.

Medical condition/illness _____

Symptoms

Medication name _____ Medication Strength _____

Dosage/frequency/time of administration _____

Instructions for administering medication _____

Any known side effects _____

Parental statement of consent

I (please print name of parent/carer) _____

- request and give my consent to school staff administering this medication in accordance with the prescriber's instructions;
- confirm that the information and instructions given are accurate and up to date;
- will inform school in writing of any changes to this information and instructions;
- understand that the medication will be given by non-medically qualified staff;
- agree not to hold staff responsible for loss, damage or injury when undertaking agreed administration of the medication unless resulting from their negligence;
- will abide by the school's policy and procedures for the delivery and return of medication;
- will ensure an adequate supply of the medication that is within its expiry date.

Signature of parent/carer _____ Date _____

St Peter's School statement of agreement

St Peter's School agrees to administer this medication

- in accordance with the prescriber's instructions
- until the end of the course of medication or
- until instructed otherwise in writing by the parent/carer.

Name of Headteacher: Mr Paul Griffiths

Signature of Headteacher _____ Date _____

If more than one medication is to be given, a separate form must be completed for each.

Date	Time	Dose given	Reaction?	Name of person administering	Signature of person administering

Appendix 3 - Code of Conduct for use of TEAMS

Use of Microsoft Teams – Code of Conduct

This agreement is made between St Peters C of E Primary School and

Child's name.....

Parents Name/ signature.....

Date

Staff, parents and children will be asked to make the following agreements:

- Online teaching should follow the same principles as set out in the school code of conduct.
- School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Through the use of Microsoft Teams, our aims are that;

- Teachers will be able to upload the work directly to the class group folder.
- Children will be able to upload their work directly to their own private channel, which only their teachers will be able to look at and make comments on.

Our expectations for appropriate use of Teams are that:

- Children will send a private message to their teacher on Teams when they have uploaded work to be commented on.
- Teachers will comment on work within 5 working days of it being uploaded.
- Teachers will only look at children's work and comment on it during "normal working hours", which are between 8.00am and 5.30pm Monday to Friday.
- Teams is a platform where communication should only be between children and their teachers, not for peer-to-peer conversations.
- Conversations on the "General" posts are for teachers only – these act as bulletin boards, where everyone can see the message, so they are not private.
- If parents need to contact teachers, they will do so via the admin@stpeters.ycst.co.uk email address and not through their child's Teams channel.

Where webcams are involved, the following should be adhered to;

- no 1:1s, groups only;
- staff and children must wear suitable clothing, as should anyone else in the household;
- any computers used should be in appropriate areas, for example, not in bedrooms; and the background where possible should be blurred;
- live chats should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day;
- language must be professional and appropriate, including any family members in the background;

Overall our aim is to provide a high quality of home school learning and care for all of our children, where all people are included, valued and respected.

St Peter's staff will only use Microsoft Teams which has been specified by senior managers of the Yorkshire Causeway Trust and approved by our IT network manager to communicate with children.

Together we will encourage high standards of achievement, behaviour and care for you child and each other.

Appendix 4 – RAG rating for Managing Harmful Sexual Behaviour

Responding to children who display sexualised behaviour

It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be harmful, and make sure children get appropriate support. Use this guide alongside the resources at nspcc.org.uk/hsbhealth to help you respond in the right way.

Need advice?

Contact our helpline for advice and support:

- Call **0808 800 5000**
- Email help@nspcc.org.uk
- Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit childline.org.uk

Normal

- Developmentally expected and socially acceptable behaviour
- Consensual, mutual and reciprocal
- Decision making is shared

How to respond

- Although green behaviours are not concerning, they still require a response
- Listen to what children and young people have to say and respond calmly and non-judgementally
- Talk to parents about developmentally typical sexualised behaviours
- Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse
- Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants
- Make sure young people know how to behave responsibly and safely

Inappropriate

- Single instances of developmentally inappropriate sexual behaviour
- Behaviour that is socially acceptable within a peer group
- Generally consensual and reciprocal
- May involve an inappropriate context for behaviour that would otherwise be considered normal

How to respond

- Amber behaviours should not be ignored
- Listen to what children and young people have to say and respond calmly and non-judgementally
- Follow your organisation's child protection procedures and make a report to the person responsible for child protection
- Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support
- Consider whether the child or young person needs therapeutic support and make referrals as appropriate

Problematic

- Developmentally unusual and socially unexpected behaviour
- May be compulsive
- Consent may be unclear and the behaviour may not be reciprocal
- May involve an imbalance of power
- Doesn't have an overt element of victimisation

Abusive

- Intrusive behaviour
- May involve a misuse of power
- May have an element of victimisation
- May use coercion and force
- May include elements of expressive violence
- Informed consent has not been given (or the victim was not able to consent freely)

How to respond

- Red behaviours indicate a need for immediate intervention and action
- If a child is in immediate danger, call the police on 999
- Follow your organisation's child protection procedures and make a report to the person responsible for child protection
- Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support
- Refer the child or young person for therapeutic support

Violent

- Physically violent sexual abuse
- Highly intrusive
- May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- May involve sadism

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