

Flanderwell Primary School
POLICIES DOCUMENT

September 2016

The school forms part of the Diocese Sheffield academy Trust (DSAT)

ADMISSION POLICY

Admission Policy for Flanderwell Primary School 2016/17

Places will be allocated to Rotherham Primary School in accordance with the criteria determined by Rotherham Metropolitan Borough Council who administer the allocation of places on behalf of the Central Learning Partnership Trust (CLPT), who are the admitting authority:

Rotherham Metropolitan Borough Council Admissions Criteria for Community and Controlled Primary Schools and Academies states:

Applications for Academies in Rotherham will be considered in accordance with the following admissions criteria (from all the applications received for an oversubscribed school, the Authority will determine which children are eligible for a potential place in accordance with the admission criteria). These criteria are applied equally to preferences from parents who live in Rotherham and those who do not.

Please note that where 'Authority' is stated this refers to the Governing Body of the Academy within CLPT.

Admission to Primary Reception at Flanderwell Primary School

	Net Capacity Figure (FS2 – Y6)	Admission Number (FS2 – Y6)
Flanderwell	50	50

Places will be allocated in the following order of priority:

A) Children with Special Educational Needs:

A small number of children will have an Education Health Care Plan that names a school and these children must be admitted to the school that is named as part of that process.

The majority of children with special educational needs will not require a Education Health Care Plan. Applications for children who have special educational needs but no Education Health Care Plan will be considered on the basis of the Authority's published admissions criteria.

B) In the following order of priority, those, who on the closing date are:

- i) Relevant looked after children and previously looked after children. (see note 3 below).
- ii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance **at that particular school essential**.
- iii) Children with a compelling social reason which the Authority is satisfied makes attendance **at that particular school essential**. The kinds of

overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school. Parents should ensure that they attach full supporting information to the Common Application Form.

- iv) Children who on the closing date live in the catchment area of the school as defined by the Authority who will also have an older brother or sister (as defined by the LA) on the roll of the preferred school or its associated junior school at the time of their admission. Parents should ensure that they attach full supporting information to the Common Application Form.
- v) Children who on the closing date live in the catchment area of the school as defined by the Authority.
- vi) Children who on the closing date live outside the catchment area of the school as defined by the Authority whose older brother or sister will be on the roll of the preferred school or its associated junior school at the time of their admission.
- vii) Children who on the closing date live nearest to the school measured in a straight line on a horizontal plane (as the crow flies). See Notes below for definition.

Notes

- 1 Where the admission number for any school is likely to be reached mid category, places will be prioritised within that category by reference to the distance between the home address and the school. Highest priority will be given to those living closest to the school measured in a straight line on a horizontal plane (commonly known as measurement, "as the crow flies"). This process is administered by the LA.
2. Where any final place at a school is available and two or more pupils are judged to be living equidistant from the school (e.g. in flats), the final place will be allocated by the drawing of lots by officers of the authority. Where places are being allocated based on the distance criteria or as part of the distance tie breaker, and there are insufficient places within the admission number for two (or more) children living in the same building (e.g. flats) or otherwise equidistant from the school, then any final place will be allocated by the simple drawing of lots by a representative of the Legal and Democratic Services of the LA.
3. A 'relevant looked after child' is a child that is looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the time an application for admission to a school is made, and who the local authority has confirmed will still be looked after at the time when he/she is admitted to the school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a Child Arrangement Order or special guardianship order). For further information please refer to the Admissions Code of Practice which can be downloaded from www.dfe.gov.uk

4. Places will be allocated in accordance with the LA's co-ordinated admissions schemes for Primary and Secondary schools. In assessing preferences, the LA will operate an 'equal preference' system, which means that no priority will be given according to the ranking of the preference, except where a potential offer can be made in respect of more than one school. In that situation, the final offer of a place will be made at the highest ranked of the potential offer schools.
5. Children issued with an Education and Health Care Plan will gain a place at the school named in the statement as part of that process.
6. Information on the catchment area for Flanderwell Primary can be obtained by contacting the School Organisation Team on (01709) 254831 or on www.rotherham.gov.uk.

Deferred Entry

Parents/carers may request that their child's entry be deferred until later in the same school year, and the place is held for that child and is not available to be offered to another child.

It is important to note however, that parents/carers are not able to defer entry beyond the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

Parents can also request that their child takes up the place offered on a part-time basis until the child reaches compulsory school age.

If you wish to defer your child's admission or take up the place on a part-time basis you are advised to contact the Head Teacher to discuss the matter further. It would also be helpful if you would notify the Admissions Team of the LA in writing of your intentions.

Early Admission to Primary School

Although most children will be admitted to a school within their own age group, occasionally parents seek places outside of the normal age group for their child. Governors will consider such requests carefully and make decisions on the basis of the individual circumstances of each case. However, it is important to note that early admission will only be considered for a maximum of one term early and will only be granted in **very exceptional circumstances**.

In such cases an application must be made in writing to the Strategic Director for Children and Young People's Services, at Rotherham Metropolitan Borough Council, giving full details. Advice will then be requested from the Head Teacher and Chair of the Governing Body of Flanderwell Primary School. An Education Welfare Officer and, if necessary, an Educational Psychologist will also be asked for advice, as will the Head Teacher/Manager of the child's nursery school/setting. The full details of the application will then be considered.

With the application parents should request that the child is admitted to another year group (state which one). It will be necessary to complete a Common Application

Form for entry into any school within the usual cycle for admissions for the particular year. For further advice on early admission you should contact the Admissions Officer on (01709) 823777.

It should be noted that all early education providers (e.g. pre-schools, day nurseries, Children's Centres and some child minders) that receive funding to deliver early education to 3 and 4 year olds are required to plan activities and experiences within the Early Years Foundation Stage framework that will enable children to work towards the Early Learning Goals. Each early education provider has an Outreach Teacher who visits the nursery to ensure the curriculum is being delivered appropriately. Although the majority of children attend a school nursery for their foundation stage 1 year, it is possible for children to remain with their preschool/day nursery provider until starting full-time school. Both schools and private/voluntary early education providers deliver the same Early Years Foundation Stage framework. If you feel your child's needs are not being met please speak to the Nursery Teacher/Manager to discuss your concerns.

If you have any further queries please contact an Admissions Officer on (01709) 823777

or the Early Years Adviser on (01709) 822535 or the Executive Headteacher of Flanderwell Primary School.

Appeals

If you have not been offered a place at Flanderwell Primary School you have the right of appeal to an independent appeal panel which CLPT arrange for via the LA.

All independent appeals are organised by an Appeals Clerk and follow procedures, which are set out in legislation and the School Admission Appeals Code of Practice. The Appeals Clerk, Panel and process is independent of the Authority's Admissions Team.

Important requirements to note are:

- Appeals must be in writing stating the grounds on which the appeal is made;
- every parent has the right to attend the independent appeal in order to make their case;
- the parent can be accompanied by a friend or be represented by them;
- independent appeals are heard in private;
- the decision of the Appeals Panel is binding on both parents and the Admissions Authority;
- parents will receive written notification of the Appeals Panel decision.

- Dates – (parents will be advised at the earliest opportunity of appeal dates by the Clerk)

General Information on Appeals

A separate document containing details of the appeals procedure is available from the LA to parents whose applications could not be satisfied.

Any member of the Authority may attend, as an observer, any hearing by an Independent Appeal Panel established by the Authority.

Parents will be given at least 14 days written notice of the date, time and place of the appeal hearing and will receive prior to the appeal, written documentation summarising the reasons for refusing the admission.

If a parent does not attend the appeal or is not represented by another person the hearing may be held and the case dealt with in the absence of the parent using only the written documentation submitted.

In some cases, parents who are not successful at the appeal occasionally consider applying again for the same school in the same academic year. Unless there has been a significant and material change of circumstances which is relevant to the application for admission, the Authority is not required to reconsider its decision and therefore parents do not have the right of another appeal.

Limits to Infant Class Sizes

Limits on class sizes imposed by law mean that, subject to certain limited exceptions, infant classes in Foundation Stage 2/Reception, Year 1 and Year 2 may not contain more than 30 children with a single teacher.

Because of this legal requirement, Flanderwell Primary will not be able to admit a child to an infant class if to do so would result in a class size of above 30 children.

The scope for Admissions Appeal Panels to uphold an appeal against non-admission has been limited where the admissions authority has refused admission on class size prejudice grounds.

It is important to note that if your preference for a place in Reception or Foundation Stage 2 has been refused on the grounds of class size legislation, the normal two-stage decision-making process as detailed in the "Admission Appeals – A Guide for Parents and Carers" will not apply. Unless an applicant can successfully prove that either the decision that class size prejudice would arise is not one that a reasonable admission authority would have made in the circumstances or, that the preference should have succeeded had the admission arrangements been applied correctly, the appeal will fail.

You are therefore urged to bear this information in mind if a place at Flanderwell Primary School has been refused because of class size legislation.

Waiting Lists – Reception /Foundation Stage 2 Intake

The Local Authority Admissions team will administer the waiting list on behalf of Flanderwell Primary School which will operate until the 31 December 2015. Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria. The waiting list will be reordered in accordance with the oversubscription criteria whenever anyone is added to or leaves the waiting list.

The LA process is described below:

On the Offer Day of (**i.e 16th April 2015**), the Admissions Team of the LA will establish and maintain a waiting list for all primary schools in Rotherham, where the number of applications for those schools has exceeded the available places in Reception/Foundation Stage 2.

The child's name will automatically be put on the waiting list for a school where they have not been made an offer of a place and where that school is named as a higher preference than the school at which an offer has been made.

Definition of Sibling.

For a child to be considered a sibling, one of the following conditions must exist:

- brother/sister to be permanently resident at the same address.
- Step brother/step sister to be permanently resident at the same address.
- half brother/half sister to be permanently resident at the same address.
- brother/sister who do not live at the same residence but, who share the same parents.
- child of the parent/carer's partner to be permanently resident at the same address.
- adopted brother/sister permanently resident at the same address

You may be required to provide proof e.g. Birth Certificate and proof of residence as stated above.

USEFUL CONTACTS

ADMISSIONS TEAM

Children and Young People's Services
Riverside House
Main Street
Rotherham
S65 1AE
Contact an Admissions Officer on
(01709) 823777
or email:

admissions.enquiries@rotherham.gov.uk

APPEALS CLERK

Legal and Democratic Services,
Town Hall, The Crofts,
Moorgate Street,
Rotherham
S60 2TH
Tel: (01709) 822054
Email: debbie.pons@rotherham.gov.uk

BEHAVIOUR POLICY

“Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning.”
OFSTED

Statement of Principles

Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Parents:

We all have a right to feel welcome and to know that our children work, play and team in a friendly, safe and helpful school.

Aims

The school wishes to encourage each individual to be happy, confident and enjoy self-esteem whilst displaying a willingness to cooperate with and to show consideration and respect for others.

We expect all children to:

- Be pleasant, well behaved, disciplined and polite
- Show respect for all adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Obey school rules and listen to teachers' advice
- Be aware of the sanctions to be used if rules are not obeyed
- Be appreciative of their environment and care for it

Rules

To help protect our rights and to encourage responsibility, we have basic rules for all our school community. Our 'Class Rules' address those explicit behaviours that show respect and caring towards each other. The class rules have been drawn up and 'owned' by the people involved. They are displayed in each class.

These class rules, or class charters, emphasise the DO DON'T behaviours such as, for example:

do be gentle don't hurt anybody
do be kind and helpful don't hurt peoples' feelings
do be honest don't cover up the truth
do work hard don't waste time
do look after property don't waste or damage things
do listen to people don't interrupt

Praise for the displaying of required and acceptable behaviour will be given to all pupils. An agreed hierarchy of sanctions is in place and pupils and parents/guardians are made aware of the system. The hierarchy can, however, be fast tracked if there is a serious incident or if the Head, in consultation with the staff, feels that the sanctions are not working for a particular pupil. Continued attention is drawn to the rules and the sanctions in order to keep them in the minds of the school community. Adults act as role models to our pupils and are careful to show kindness and consideration and to avoid humiliating or belittling children. The development of privileges for everyone is encouraged; these may then be withdrawn should rules be broken after an official warning has been given.

Playtimes

We expect the same rules will apply at playtimes and that children will respond to the supervision of support assistants and SMSAs (SchoolMeals Supervisory Assistants). Additional privileges are offered by these assistants (e.g. use of basketball equipment, special lunchtime table, stickers).

Sanctions

Golden Time is a special half hour offered to all children every week. Blocks of 1/2/5 minutes can be removed. The child can also gain back time. Golden time will be something educational such as art, ICT, listening to a story, model making, games.

Hierarchy of Sanctions

1.
Draw attention to inappropriate behaviour through verbal communication (used three times).
2.
(a) Time out from golden time – up to 15 minutes
(b) Time out from playtime 1-10 minutes (supervised) and/or
(c) Loss of responsibility
3.
Report to Key Stage Coordinator or Head of School or Executive Headteacher – 3 recorded visits.
- 4.

If behaviour persists, the pupil is put on report for a week. During this week, behaviour is recorded (including positive behaviour). Parents are informed (written letter).

5.

Letter to parents asking them to visit Head: to discuss the behaviour of the child. An additional report card is introduced and agreed. Successful conclusion completes hierarchy and the pupil begins again. Continuing problems will lead to an individual behaviour plan.

6

Behaviour Plans

Pupils with specific behaviour difficulties will have individual behavioural targets agreed by the class teacher, the pupil, the Learning mentor and the SENCO. These targets will form part of the individual behaviour plan which will be monitored by the SENCO and parents/guardians will be asked to agree and sign the plan. The behaviour plan will include:

- Purpose discussed and agreed
- Requirements prioritized
- Targets set
- Steps and rewards agreed and buffer action (What happens if there is an outburst?)
- Positive feedback given to pupil and to home

Records are kept about each plan. Pupils with an IEP for behavioural difficulties may also have a positive behaviour diary which celebrates their good behaviour and honesty.

Exclusions

Exclusions are directed by Government guidelines and each case will be judged on its own merits. The need for exclusion is determined by the Head Teacher and may follow a single, very serious event such as behaviour endangering self or others, abusive behaviour towards adults or children, serious abuse of property or may follow a protracted programme of action designed to improve behaviour.

Rewards

Rewards and praise are the most important responses at the teacher's disposal. When praising, teachers focus specifically on what they are praising. Examples of positive praise include:

- Golden Time – free choice
- Comments or smiley faces in children's work
- Public praise in front of peers
- Reward stickers/certificates for particular achievements
- Opportunities for greater responsibility in school
- Specific privileges in use of school facilities or equipment

Pupil Responsibility

We believe that pupils can best help to develop their own self discipline and self esteem by undertaking an increasing number of responsibilities as they progress through school. e.g: Y6 Hall chairs at lunchtime and assembly times, monitors in lower school classes, School Council Delegates

In addition to this, pupils will be afforded the opportunity to choose certain things during the course of the school year, such as where they would like to sit, which activities they would like to pursue at certain times etc. Such privileges can be withdrawn or amended at the teachers' discretion.

Home/School Partnership

Cooperation between home and school is conducive to good behaviour and effective teaching and learning. Both home and school should seek to support each other for the benefit of the child and both should appreciate their respective contributions to the shared goal. It is our expectation that parents will support this policy. School recognises that parent/guardians are the first educators of their children and respects the continuing input of the home. To formalize this partnership, a Home/School agreement will be made on entry to Nursery. The Home/School agreement for the main school will include our Internet Access Agreement,

Role of Leaders

The key stage leaders have overall responsibility for behaviour of pupils within their key stage, and are responsible for ensuring that the policy is followed by their staff.

Role of the SENCO

The coordinator should be kept informed of any issues of behaviour management within the school and will be responsible, together with the Head Teacher and any outside agencies, for setting targets, monitoring progress and giving or seeking advice. She/he will not be responsible for exclusions.

Role of the Governing Body

The Governing Body is responsible for the policies within the school and is kept informed of any and all issues relating to their policies. The Governor with specific responsibility for SEN will be informed by the Head Teacher of specific problems relating to behaviour and of any exclusions which may occur, information pertaining to the latter to be in written format. Any information relating to the behaviour of individual pupils is always confidential.

Guide, hold, release principle

In circumstances where children are behaving in such a manner as to:

- Harm themselves
- Harm other children
- Harm staff
- Harm property
- Commit a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Engage in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere,

then the procedure is to:

- 1/ Diffuse the situation
- 2/ Guide to safety.

3/ In extreme circumstances it may be necessary for the safety of the child, other children or staff for trained staff to 'hold safely then release'.

Incidences of having to 'hold safely then release' are recorded in school in the serious incident book.

CHARGING AND REMISSIONS POLICY

Principles

The position of the School Trust is clear, that no child's education should be in any way compromised by the ability of their parents or carers to pay.

In some cases, Pupil Premium may be used to support those pupils who are at risk of a disadvantaged experience due to their financial circumstance.

Policy

The School Governing Body is required by law to publish a policy on charging for school activities. The Education Act 1996 establishes the basic principle that the education provided by any maintained school/school for its registered pupils should be free of charge. This basic underlying principle requires that there should be no school admission charge and no charge for any related activity which takes place during school time. Exceptions to this general statement are as follows:

- Individual tuition in playing a musical instrument may be charged for provided that it is not part of the National Curriculum or part of the syllabus for a prescribed Public Examination
- Where parents have indicated that they wish to have the finished product from a particular lesson, e.g. individual craft items, pottery, needlework, cookery, etc., a charge may be made to cover materials
- For all residential visits deemed to be within school hours, or part of the National Curriculum or part of the Syllabus for the prescribed Public Examination, a charge for board and lodging will be made, except for families in receipt of family credit or income support
- Optional visits or activities occurring outside of school hours may be charged for in full

Within the Education Act it is possible for schools/academies to ask for voluntary contributions from parents. The Board of Directors of the Trust has therefore approved the following:

- Voluntary contributions can be invited from parents towards the cost of school activities which are related to the life and work of the school. Such contributions will be genuinely voluntary, and no child whose parents feel unable to contribute will be treated differently from the rest
- Parents not wishing to make a voluntary contribution, in whole or part, but wishing their child to be included, must make the fact known directly to the Headteacher or Headteacher who will treat any such approach in strictest confidence
- School visits and activities will be planned in advance and, if sought, voluntary contributions will usually be invited through individual letters to parents. The letter asking for support will outline the proposed visit, its cost, educational value and relationship to the school curriculum.
- If insufficient voluntary contributions are received and the trip is considered by the Headteacher or Headteacher to not be financially viable, it will be cancelled and any monies received returned

Within the school's home-school agreement, compulsory charges may be made by the school for:

- replacement of broken windows or fittings, defaced or damaged text books, or any other damage or loss occurring as a result of pupils' bad behaviour. The school is empowered to recover this loss and all resultant costs as a civil debt
- unpaid charges legally recoverable will also be recouped, together with resultant costs, as a civil debt

Any amendments to this policy will be made if and when necessary.

Children whose parents are in receipt of certain 'support' payments may be eligible for further remissions. Please contact the Executive Headteacher or Headteacher for information.

Review

The Governing Body will review this policy at least every two years, assessing its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

ADULT VOLUNTEERS POLICY

1 *Introduction*

1.1 We want our school to be open and welcoming to all who would like to support the children. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the children in our care. This document sets out our school's policy, which is to ensure that the children benefit from as much help and support as possible, and are provided at the same time with the best possible security.

1.2 The school has a variety of adults working on the premises at any one time. They can be categorised as follows:

1.2.1 Paid full- or part-time staff employed by the school:

- teachers;
- teaching assistants;
- SEN assistants;
- caretaker;
- cleaners;
- dinner supervisors;
- school secretaries;

1.2.2 Adult workers employed by another organisation:

- peripatetic music teachers;
- trainee teachers;
- LA advisers and inspectors;
- health visitors;
- grounds maintenance staff;
- contract workers (e.g. an electrician or heating engineer);
- School Improvement Partner [SIP].

1.2.3 Volunteer helpers:

- parents or other adult helpers working alongside teachers;
- students on work experience.

This policy sets out the arrangements for volunteer helpers only.

2 *Volunteer helpers*

2.1 Volunteer helpers support the school in a number of ways, including:

- supporting individual pupils;
- hearing pupils read;
- helping with classroom organisation;
- helping with the supervision of children on school trips;
- helping with group work;
- helping with art or subjects involving other practical activities.

2.2 Volunteer helpers are not allowed to do the following activities:

- take responsibility for all or some of the whole class;
- change very young children, or supervise them changing;
- supervise children engaged in PE or other specialist activities;
- take children off the school site without a teacher in charge.

The responsibility for the health and welfare of the child remains with the class teacher at all times.

3 *Signing in*

3.1 When helpers arrive in the school, they must sign in at the reception desk. They will be given a visitor's badge, which they should wear at all times. The signing-in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving, and return their badge before they leave.

4 *Police checks*

4.1 For the children's safety, all volunteer helpers are required to have police clearance through the Criminal Records Bureau (CRB) before they work in the school.

4.2 The headteacher has the authority not to accept the help of volunteers if he or she believes it will not be in the best interests of the children.

5 *Deployment of classroom helpers*

5.1 It is the policy of this school that parent helpers will be asked not to support in their own child's classroom, as this can be distracting for the child, and perhaps place the class teacher in an uncomfortable situation. Helpers will be asked to support in classes in which there is the most need for individual support.

6 *Monitoring and review*

6.1 The day-to-day monitoring of this policy is the responsibility of the headteacher, who will report to the governors annually, stating the number of adult volunteer helpers in the school, and summarising their value to the children.

6.2 This policy will be reviewed by the governing body every two years, or earlier if considered necessary.

DATA PROTECTION POLICY

The school collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Schools have a duty to be registered, as Data Controllers, with the Information Commissioner's Office (ICO) detailing the information held and its use. These details are then available on the ICO's website. Schools also have a duty to issue a Fair Processing Notice to all pupils/parents; this summarises the information held on pupils, why it is held and the other parties to whom it may be passed on.

Purpose

This policy is intended to ensure that personal information is dealt with correctly and securely, and in accordance with the Data Protection Act 1998 and all other related legislation. It will apply to information regardless of the way in which it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held as paper files or electronically.

All staff involved with the collection, processing and disclosure of personal data are made fully aware of their duties and responsibilities in adhering to these guidelines.

What is Personal Information?

Personal information or data is defined as data which relates to a living individual who can be identified from that data, or from other information held.

Data Protection Principles

The Data Protection Act 1998 establishes eight enforceable principles that must be adhered to at all times:

1. Personal data shall be processed fairly and lawfully
2. Personal data shall be obtained only for one or more specified and lawful purposes
3. Personal data shall be adequate, relevant and not excessive
4. Personal data shall be accurate and where necessary, kept up to date
5. Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose or those purposes
6. Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act 1998
7. Personal data shall be kept secure, i.e. protected by an appropriate degree of security
8. Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of data protection

General Statement

All staff who process or use personal information must ensure that they follow these principles at all times. In order to ensure that this happens, the School has developed this Data Protection Policy.

This policy does not form part of the contract of employment for staff, but it is a condition of employment that employees will abide by the rules and policies made by the School from time to time. Any failures to follow the policy can therefore result in disciplinary proceedings.

The Data Controller and the Designated Data Controllers

The School Trust as the corporate body is the Data Controller under the 1998 Act, and the Directors are therefore ultimately responsible for implementation. The Dsat Business Manager is the Designated Data Controller for the Trust.

However, the Designated Data Controllers in each School will deal with day to day matters.

Each school has two Designated Data Controllers: They are the

- Headteacher and the Senior Member of the Office staff

Any member of staff, parent or other individual who considers that the Policy has not been followed in respect of personal data about himself or herself or their child should raise the matter with the appropriate Designated Data Controller.

Responsibilities of Staff

All staff are responsible for

1. Checking that any information that they provide to the School in connection with their employment is accurate and up to date
2. Informing the School of any changes to information that they have provided, e.g. change of address, either at the time of appointment or subsequently. The School cannot be held responsible for any errors unless the staff member has informed the School of such changes
3. Handling all personal data (eg – pupil attainment data) with reference to this policy, the school's confidentiality policy and the guidelines in the staff handbook

Data Security

staff are responsible for ensuring that:

- Any personal data that they hold is kept securely
- Personal information is not disclosed either orally or in writing, or via Web pages or by any other means, accidentally or otherwise, to any unauthorised third party

Staff should note that unauthorised disclosure will usually be a disciplinary matter, and may be considered gross misconduct in some cases.

Personal information should:

- Be kept in a locked filing cabinet, drawer, or safe; or
- If it is computerised, be encrypted or password-protected both on a local hard drive and on a network drive that is regularly backed up; and
- If a copy is kept on a usb memory key or other removable storage media, that media must itself be encrypted/password-protected and/or kept in a locked filing cabinet, drawer, or safe

Rights to Access Information

All staff, parents and other users are entitled to:

- Know what information the School holds and processes about them or their child, and why
- Know how to gain access to it
- Know how to keep it up to date
- Know what the School is doing to comply with its obligations under the 1998 Act

Appendix 1 shows the procedures that the school should adhere to.

The School may make a charge on each occasion that access is requested, although the School has discretion to waive this.

The School aims to comply with requests for access to personal information as quickly as possible, but will ensure that it is provided within 40 days, as required by the 1998 Act.

Retention of Data

The School has a duty to retain some staff and pupil personal data for a period of time following their departure from the School, mainly for legal reasons but also for other purposes such as being able to provide references.

Different categories of data will be retained for different periods of time.

Monitoring and Evaluation

This policy will be reviewed at appropriate intervals, and no less frequently than every 2 years. The policy review will be undertaken by the Headteacher or their nominated representative.

Complaints

Complaints will be dealt with in accordance with the school's complaints policy. Complaints relating to information handling may be referred to the Information Commissioner (the statutory regulator).

Contacts

If you have any enquiries in relation to this policy, please contact Headteacher who will also act as the contact point for any subject access requests.

Further advice and information is available from the Information Commissioner's Office, www.ico.gov.uk or telephone 01625 545745

Appendix 1

Diocese of Sheffield Multi School Trust

Procedures for responding to subject access requests made under the Data Protection Act 1998

Rights of access to information

There are two distinct rights of access to information held by schools about pupils:

1. Under the Data Protection Act 1998 any individual has the right to make a request to access the personal information held about them
 2. The right of those entitled to have access to curricular and educational records as defined within the Education Pupil Information (Wales) Regulations 2004
- These procedures relate to subject access requests made under the Data Protection Act 1998.

Actioning a subject access request

1. Requests for information must be made in writing (this includes email); they must be addressed to Alison Adair (Headteacher). If the initial request does not clearly identify the information required, then further enquiries will be made.
2. The identity of the requestor must be established before the disclosure of any information, and checks should also be carried out regarding proof of relationship to the child. Evidence of identity can be established by requesting the production of:
 - passport
 - driving licence
 - utility bills with the current address
 - Birth / Marriage certificate
 - P45/P60
 - Credit Card or Mortgage statement*This list is not exhaustive.*
3. Any individual has the right of access to information held about them. However with children, this is dependent upon their capacity to understand (normally age 12 or above) and the nature of the request. The Headteacher should discuss the request with the child and take their views into account when making a decision. A child with competency to understand can refuse to consent to the request for sight of their records. Where the child is not deemed to be competent an individual with parental responsibility or guardian shall make the decision on behalf of the child.
4. The school may make a charge for the provision of information, dependent upon the following:
 - Should the information requested contain the educational record, the amount charged will be dependent upon the number of pages provided
 - Should the information requested be personal information that does not include any information contained within educational records, schools can charge up to £10 to provide it
 - If the information requested is only the educational record, viewing will be free, but a charge not exceeding the cost of copying the information can be made by the Headteacher
5. The response time for subject access requests, once officially received, is 40 days (**not working or school days but calendar days, irrespective of school holiday periods**). However the 40 days will not commence until after receipt of fees or clarification of information sought.
6. The Data Protection Act 1998 allows exemptions with regard to the provision of some information; **therefore all information will be reviewed prior to disclosure**.
7. Third party information is that which has been provided by another, such as the Police, Local Authority, Health Care professional or another school. Before disclosing third party information consent should normally be obtained. There is still a need to adhere to the 40 day statutory timescale.
8. Any information which may cause serious harm to the physical or mental health or emotional condition of the pupil or another should not be disclosed, nor should information that would reveal that the child is at risk of abuse, or information relating to court proceedings.
9. If there are concerns over the disclosure of information, additional advice should be sought.
10. Where redaction (information blacked out/removed) has taken place, a full copy of the information provided should be retained in order to establish, if a complaint is made, what was redacted and why.

11. Information disclosed should be clear, thus any codes or technical terms will need to be clarified and explained. If information contained within the disclosure is difficult to read or illegible, it should be retyped.
12. Information can be provided at the school with a member of staff on hand to help and explain matters if requested, or provided at face to face handover. The views of the applicant should be taken into account when considering the method of delivery. If postal systems have to be used, registered/recorded mail must be used.

Complaints

Complaints about the above procedures should be made to the Chair of the Governing Body who will decide whether it is appropriate for the complaint to be dealt with in accordance with the school's complaint procedure.

Complaints which are not appropriate to be dealt with through the school's complaint procedure can be dealt with by the Information Commissioner. Contact details of both will be provided with the disclosure information.

Contacts

If you have any queries or concerns regarding these policies / procedures, please contact **Alison Adair**, Headteacher.

Further advice and information can be obtained from the Information Commissioner's Office, www.ico.gov.uk or telephone.

EARLY YEARS FOUNDATION STAGE POLICY

Flanderwell Primary School EYFS Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage applies to children from birth to the end of the Foundation Stage 2 year.

Our early years setting at Flanderwell comprises of:

Pre-school – morning sessions over two terms, for children who have their 3rd birthdates between September 1st and December 31st and 1st January and 31st March.

Foundation Stage 1 – morning sessions

Foundation Stage 2 x 2 – full day provision

Our school also offers wrap around care for children, which includes an Extended Day facility for parents wishing their Foundation Stage 1 children to attend for full day sessions.

All our staff are fully qualified, have a wide range of experience and expertise in working with and educating children. They are committed to professional development and attend up to date training courses.

From time to time, our setting will have visiting student teachers and NVQ students, or volunteers working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate and parents will be informed when additional adults join our setting.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Flanderwell Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, and celebrate successes and achievements, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and care is taken to assess the needs of each individual child in our setting from the age of 3 onwards.. All children at Flanderwell Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences and interests, when planning for their learning. At Flanderwell, we understand that children learn in

a variety of ways and are mindful of this when organising our continuous provision and when planning activities for groups.

All practitioners plan to need to meet the needs of boys and girls, children with different schemas; children with special educational needs; children who are more able; children with disabilities; children from all social and cultural backgrounds; children of different ethnic groups and those from diverse linguistic backgrounds.

We set realistic and challenging expectations and continually evaluate our provision. We do this by regularly updating provision and practice through observing children's individual interests and then planning for 'next steps.

Parents are encouraged to share any special need their child has on entry to the setting. A two way dialogue is kept between parents to ensure a child's personal needs are met. If a child is considered to show signs of having special needs, discussions will take place with parents as soon as possible. Our system of Early Intervention allows us to provide age appropriate programmes of support for children based on individual need. We have links with various agencies and when necessary their involvement may be required to support certain children. Our links with the Silver Birch Children's Centre allows us to quickly signpost parents who may also benefit from extra family support.

Parents/Carers will always be informed before an outside agency is asked to assist us to supporting their child. The following policies are available to view in school.

Special Educational Needs (S.E.N) and Gifted and Talented Policy

Equal Opportunities Policy.

Key Person Policy

Assessment in the Foundation Stage Policy

Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill and share stories which explore everyday situations. We understand that children should be allowed to take risks and that they need to be taught how to recognise and avoid hazards.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Flanderwell Primary School, we understand that we are also legally required to comply with certain welfare requirements, as stated in the Statutory Framework for Early Years Foundation Stage.

In our setting we:

- promote the welfare of all children.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ask parents to inform us of any foods/substances their children are allergic to and ensure that staff are aware of the precautions to take – an allergy information board exists in the staff kitchen with photos and names of children who have allergies. There is a designated member of staff for children with allergies.
- promote good health, preventing the spread of infection and ensuring children do not come into contact with foods/substances to which they are allergic and taking appropriate action when children are ill
- ensure that our accident logs are kept up to date and that medication including inhalers is suitably stored and checked for expiry dates
- ensure our first aid kit is checked and replenished
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- ensure that all staff receive up to date child protection training and that this is regularly updated.
- ensure that staff are trained in paediatric first aid and that this is regularly updated.
- ensure that personal mobile phones, cameras and video/dvd recorders are not used anywhere within the setting and that all staff are aware of children whose photos must not be published for use other than in school.

The following policies can be viewed in school:

Safeguarding

Health and Safety policy

Use of Personal Mobile Phone/Camera/Video Recorder Policy

Intimate Care Policy

Late Collection Policy

No Smoking Policy

Medication in School Policy

Behaviour Policy

Positive Relationships

At Flanderwell Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Providing parents with a weekly 'Learning Overview' which outlines activities and information for the week ahead.
- Holding welcome meetings for parents and sharing information about interests and needs, before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with queries and daily opportunities to share in a 'first task of the day'.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering three parent/key person/teacher consultation evenings per year, as well as opportunities to meet as and when the need arises.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents- including workshops related to the curriculum.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Excellent partnerships with our 'Silver Birch Children's Centre', mean we are able to signpost parents to a variety of services and family support. Our 'Tiny Tigers' Pre-school operates from the centre from January to July and allows Foundation Staff excellent opportunities to begin forging relationships with children, before they join us in school.

We have strong links with schools within our Learning Community and regular meetings allow us to focus on continuous improvement to our practice and provision as well as coordinate a very effective transition process.

The following policies are available to view in school:

Admissions Policy

Transition Policy

Key Person Policy

Enabling Environments

At Flanderwell Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. We acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations, in an enabling environment.

It is important to us that children experience success, have fun and enjoy themselves whilst learning. All the staff in our setting work as part of a team to ensure that children have the very best opportunities. At Flanderwell Primary School, we place high value on our learning environments and the Foundation Stage classrooms are no exception. Practitioners create spaces which engage children's interest and cater for the range of ability and interest in the class. They allow children to explore and learn securely and safely and reflect theme and interest as well as celebrate children's work and achievements. A range of images is used to promote positive experiences and promote discussion among pupils.

All practitioners plan and work together to ensure continuity and progression, providing age and stage related activities and experiences to suit all children in the setting.

Children access continuous provision in their own class indoor environment to initiate their own play and take part in planned adult-led activities. The Foundation Stage has its own outdoor learning space which can be freely accessed by all three of the Foundation Stage classes during a day. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can still explore, use their senses but be physically active and exuberant. In this area, staff also provide planned activities for children, as well as giving opportunities for them to make their own choices.

We have all weather clothing and footwear available so children are protected and there are no barriers to learning. We have a separate **Outdoor Policy** which gives more information about the principles behind outdoor learning and our vision for our outdoor space.

Observation, Assessment and Planning

A continuous cycle of observation and assessment allows to plan challenging but achievable activities and experiences for all of our children.

The following policies are available to view in school:

Learning Environments Policy

Display Policy

Foundation Stage Outdoor Policy

Foundation Stage Assessment Policy

Learning and Development

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected and none should have greater importance over another. Three areas are particularly crucial however, for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

At Flanderwell we pride ourselves on fostering and developing strong relationships between home, school, our Children's Centre and Places of Worship, in order to make links stronger for the good of the community as a whole. Children are encouraged to learn, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through sharing books, rhymes, role-play and during group/individual discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together. Children regularly speak about their achievements and the things they value.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas both indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff as well as contribute to imaginative stories.

Family members are invited into the setting to read stories to children and to join in during singing sessions.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

EXPRESSIVE ARTS and DESIGN

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. We value the creative process and provide opportunities for children to practise key skills. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching. At various times during the year, children are given the opportunity to participate in school productions, assemblies and class performances for parents.

Further information about the Early Years Foundation Stage can be found at:
www.foundationyears.org/uk

FREEDOM OF INFORMATION

The Diocese of Sheffield Academies Trust regards the sharing of information within a context of mutual respect between people and communities, reflecting our common identity as children of God. This publication scheme commits an authority to make information available to the public as part of its normal business activities. The information covered is included in the classes of information mentioned below, where this information is held by the authority. Additional assistance is provided to the definition of these classes in sector-specific guidance manuals issued by the Information Commissioner.

The scheme commits an authority:

- To proactively publish or otherwise make available as a matter of routine, information, including environmental information, which is held by the authority and falls within the classifications below
- To specify the information which is held by the authority and falls within the classifications below
- To proactively publish or otherwise make available as a matter of routine, information in line with the statements contained within this scheme
- To produce and publish the methods by which the specific information is made routinely available so that it can be easily identified and accessed by members of the public
- To review and update on a regular basis the information the authority makes available under this scheme
- To produce a schedule of any fees charged for access to information which is made proactively available
- To make this publication scheme available to the public

Classes of Information

Who we are and what we do

Organisational information, locations and contacts, constitutional and legal governance.

What we spend and how we spend it

Financial information relating to projected and actual income and expenditure, tendering, procurement and contracts.

What our priorities are and how we are doing

Strategy and performance information, plans, assessments, inspections and reviews.

How we make decisions

Policy proposals and decisions. Decision-making processes, internal criteria and procedures, consultations.

Our policies and procedures

Current written protocols for delivering our functions and responsibilities.

Lists and Registers

Information held in registers required by law and other lists and registers relating to the functions of the authority.

The Services we Offer

Advice and guidance, booklets and leaflets, transactions and media releases. A description of the services offered.

The classes of information will not generally include:

- Information the disclosure of which is prevented by law, or exempt under the Freedom of Information Act, or is otherwise properly considered to be protected from disclosure
- Information in draft form
- Information that is no longer readily available as it is contained in files that have been placed in archive storage, or is difficult to access for similar reasons

The method by which information published under this scheme will be made available

The authority will indicate clearly to the public what information is covered by this scheme and how it can be obtained.

Where it is within the capability of a public authority, information will be provided on a website. Where it is impracticable to make information available on a website or when an individual does not wish to access the information by the website, a public authority will indicate how information can be obtained by other means and provide it by those means.

In exceptional circumstances some information may be available only by viewing in person. Where this manner is specified, contact details will be provided. An appointment to view the information will be arranged within a reasonable timescale.

Information will be provided in the language in which it is held or in such other language that is legally required. Where an authority is legally required to translate any information, it will do so.

Obligations under disability and discrimination legislation and any other legislation to provide information in other forms and formats will be adhered to when providing information in accordance with this scheme.

Charges which may be made for Information published under this scheme

The purpose of this scheme is to make the maximum amount of information readily available at minimum inconvenience and cost to the public. Charges made by the authority for routinely-published material will be justified and transparent and kept to a minimum.

Material which is published and accessed on a website will be provided free of charge.

Charges may be made for information subject to a charging regime specified by Parliament.

Charges may be made for actual disbursements incurred such as:

- photocopying
- postage and packaging
- the costs directly incurred as a result of viewing information

Charges may also be made for information provided under this scheme where they are legally authorised, they are in all the circumstances, including the general principles of the right of access to information held by public authorities, justified and are in accordance with a published schedule or schedules of fees which is readily available to the public.

If a charge is to be made, confirmation of the payment due will be given before the information is provided. Payment may be requested prior to provision of the information.

Written Requests

Information held by a public authority that is not published under this scheme can be requested in writing, when its provision will be considered in accordance with the provisions of the Freedom of Information Act. **[]**

The method by which information published under this scheme will be made available

For academies, this model publication scheme is best complied with by following the suggested table below, which identifies the information which meets the requirements of the Information Commissioner.

Freedom of Information

Guide to information available from Flanderell Primary School under the publication scheme

Information to be published	How the information can be obtained	Charge
Who we are and what we do (Organisational information, structures, locations and contacts) This will be current information only	(hard copy and/ or website)	
School Funding Agreement – a link to the document on the Department for Education’s website	Website	
School Order (if applicable)	Website	
School staff and structure – names of key personnel	Website	
Governing body – names and contact details of the governors and the basis of their appointment	Website	
School session times, term dates and holidays	Website	
Location and contact information – address, telephone number and website	Website	
Contact details for the Principal and the Governing Body	Website	
School Prospectus	Website	
School Session times and term dates	Website	
KS2 results – a link to the data on the Department for Education’s website	Website	
What we spend and how we spend it (Financial information relating to projected and actual income and expenditure, procurement, contracts and financial audit) This should be a minimum of current and the previous two financial years (accounts that have been filed with the Charity Commission and Companies House).	(hard copy and/ or website)	
Annual budget plan and financial statements	Website	

Information to be published	How the information can be obtained	Charge
<p>What we spend and how we spend it (Financial information relating to projected and actual income and expenditure, procurement, contracts and financial audit)</p> <p>This should be a minimum of current and the previous two financial years (accounts that have been filed with the Charity Commission and Companies House).</p>	(hard copy and/ or website)	
Annual budget plan and financial statements	Website	
Capital funding – details of capital funding allocated to the school along with information on related building projects and other capital projects	Website	
Additional funding – income generation schemes and other sources of funding.	Website	
Procurement and contracts – details of procedures used for the acquisition of goods and services. Details of contracts that have gone through a formal tendering process.	Website	
Staffing and grading structure	Hardcopy	
Pay policy – a statement of the School's policy on procedures regarding teachers' pay.	Website	
Governors' allowances – details of allowances and expenses that can be claimed or incurred.	Website	
<p>What our priorities are and how we are doing (Strategies and plans, performance indicators, audits, inspections and reviews)</p> <p>Current information should be published.</p>	(hard copy and/ or website)	
<p>School profile</p> <p>Government-supplied performance data</p> <p>OFSTED report – summary and full report</p>	Website	

Information to be published	How the information can be obtained	Charge
<p>What our priorities are and how we are doing (Strategies and plans, performance indicators, audits, inspections and reviews)</p> <p>Current information should be published.</p>	(hard copy and/ or website)	
<p>School profile</p> <ul style="list-style-type: none"> • Government-supplied performance data • OFSTED report – summary and full report 	Website	
Performance management information	Website	
School's future plans – any major proposals on safeguarding and promoting the welfare of children.	Website	
Child protection – policies and procedures on safeguarding and promoting the welfare of children.	Website	
<p>How we make decisions (Decision making processes and records of decisions)</p> <p>Current and previous three years as a minimum</p>	(hard copy and/ or website)	
Admissions policy – arrangements and procedures and right of appeal – include information on application numbers and number of successful applicants by each of our published oversubscription criteria.	Website	
<p>How we make decisions (Decision making processes and records of decisions)</p> <p>Current and previous three years as a minimum</p>	(hard copy and/ or website)	
Admissions policy – arrangements and procedures and right of appeal – include information on application numbers and number of successful applicants by each of our published oversubscription criteria.	Website	

Information to be published	How the information can be obtained	Charge
<p>How we make decisions (Decision making processes and records of decisions)</p>	(hard copy and/ or website)	

Current and previous three years as a minimum		
Admissions policy – arrangements and procedures and right of appeal – include information on application numbers and number of successful applicants by each of our published oversubscription criteria.	Website	
Governing body meeting agendas, papers and minutes – information that is properly considered to be private should be excluded.	Website	
Our policies and procedures (Current written protocols, policies and procedures for delivering our services and responsibilities) Current information only	(hard copy and/ or website)	
School policies including: <ul style="list-style-type: none"> • Charging and remissions policy • Health and Safety and Risk Assessment • Complaints procedure • Staff conduct policy • Discipline and grievance policies • Pay policy • Staffing structure implementation plan • Information request handling policy • Staff recruitment policies 	Website	
Pupil and curriculum policies, including: <ul style="list-style-type: none"> • Home-school agreement • Curriculum • Sex education • Special education needs • Accessibility • Race equality • Collective worship • Careers education • Pupil discipline 	Website	
Information to be published	How the information can be obtained	Charge
Records management and personal data policies <ul style="list-style-type: none"> • Information security • Records retention • Destruction and archive policies • Data Protection policies 		
Equality and diversity (Policies, schemes, statements, procedures and guidelines relating to equal opportunities) <ul style="list-style-type: none"> • Policies and procedures for the recruitment of staff – details of vacancies should be 	Website	

included		
Charging regimes and policies This should include details of any statutory charging regimes. Charging policies should include details of charges made for information routinely published. They should clearly state what costs are to be recovered, the basis on which they are made and how they are calculated.	Website	
Lists and Registers Currently maintained lists and registers only	(hard copy and/ or website; some information may only be available for inspection)	
Curriculum circulars and statutory instruments	Website	
Disclosure logs	Hardcopy	
Asset register	Hardcopy	
Any information the School is currently legally required to hold in publicly available registers	Hardcopy	
Lists and Registers Currently maintained lists and registers only	(hard copy and/ or website; some information may only be available for inspection)	
Curriculum circulars and statutory instruments	Website	
Disclosure logs	Hardcopy	
Asset register	Hardcopy	
Any information the School is currently legally required to hold in publicly available registers	Hardcopy	

HEALTH AND SAFETY POLICY

Introduction

Statement of Intent

Health and safety is an important consideration for our school. We will take all reasonable steps to provide a safe and caring environment for children, staff and our visitors. All personal data/information maintained in this respect will be held in the strictest confidence in line with relevant legislation.

Responsibilities

The Local Governing Body shares with the School Trust overall responsibility for health and safety. For its part the governing body will:

- Ensure health and safety has a high profile
- Ensure adequate resources for health and safety are available
- Consult staff and provide training opportunities
- Monitor and review health and safety

The Headteacher will:

- Develop a health and safety culture throughout the school
- Take day to day operational decisions
- Ensure staff are aware of their responsibilities
- Update governors
- Draw up health and safety procedures
- Monitor effectiveness of procedures

All staff will:

- Support the implementation of health and safety arrangements
- Take reasonable care of themselves and others
- Ensure as far as is reasonably practicable that their classroom or work area is safe
- Report shortcomings to the school office so they can be recorded in the Site Maintenance Record Book.

General Health and Safety Arrangements

The arrangements for health and safety have been drawn up following assessment of risk in accordance with the Management of Health and Safety Regulations 1999.

Smoking is not permitted anywhere on the school site.

When contractors are on site they are required to follow school safety procedure. The Premises Officer, Bursar or Principal will liaise with contractors as appropriate.

A yearly check will be carried out by a Governor, the Premises Officer and the Health and Safety representative to monitor the upkeep of buildings and grounds.

The governors agree to arrange appropriate training for staff in relation to health and safety. All new staff and visiting staff, as part of their induction programme, will be advised on safety procedures and associated contingency plans.

Monitoring and Review of Health and Safety Arrangements

The yearly check will be used to prioritise need and to inform planning.

The Site Maintenance Record Book will be used to ensure immediate action is carried out when necessary.

All staff will carry out monitoring on a day to day basis.

The Premises Officer will monitor school grounds and premises daily.

The policy will be reviewed annually.

Equipment

Any equipment in the school should be used safely and for its intended purpose only.

Equipment identified as defective should be taken out of use immediately and labelled accordingly. Administration staff should be informed immediately in order that arrangements for repairs or replacement can be made swiftly.

No second-hand equipment may be introduced to the school premises without the agreement of the Headteacher/Principal.

Electrical equipment will be tested regularly, and at least annually. Plugs and leads will be visually checked regularly.

Any electrical equipment used outside must be attached to the electricity supply through an RCD, and any lead should be covered by mats to allow safe passage over the wire.

Electrical sockets should be switched off before a plug is removed.

Fire-fighting equipment and alarm systems are maintained via annual contract.

PE equipment is maintained via an annual contract.

Hazardous substances, such as glazes, cleaning materials, etc., are kept locked in appropriate storage areas.

Curriculum - Use of Resources

The following have higher risk aspects:

- Science
- Art
- Design and Technology

Specific care should be taken to seek advice if any staff member is unsure as to the safe nature of activities in these subjects. Where no formal advice or guidance can be found, a risk assessment needs to be undertaken prior to the lesson.

a) PE

b) Clothing

All children will change into suitable clothing for the activity in which they will participate –details of clothing are listed in the School Handbook.

Teachers should, where possible, change into appropriate clothing for outdoor games. This sets a good example to children and allows a greater degree of manoeuvrability for demonstrating skills, or accessibility to a child should an accident occur.

c) Jewellery

The wearing of jewellery and nail varnish is not permitted. If ears are pierced, studs only may be worn but must be removed or taped over for P.E. A watch may be worn if it is named and not of any great value.

It is advisable to collect all such items prior to the lesson and to store them securely.

d) Lifting and Moving

Each child should be taught how to lift and move equipment safely. Techniques should be reviewed and if necessary updated at least each year; especial care must be taken with induction for new classes.

Children should be stationed at the corners of each piece of equipment in use.

A leader of the group is authorised by the teacher to say when the lift should start.

General Safety

Please also refer to separate Security Policy Statement for further information.

1. School Building Access

In order to improve safety for everyone in the school, measures have been taken to restrict access into the school building. Children may use classroom entrances and/ or the main entrance to the new build. The gates are locked at 9.10am and after this time visitors or late arrivals should enter via the main entrance. All visitors must report to the school office and sign the visitor's book, at which point they will be issued with a visitor's badge. All visitors must sign out when leaving the school site/building.

Any adults on site who do not work in the school and who are not wearing a visitor's badge must be reported to the school office.

The main entrance is locked, allowing access on request from the school office, via an intercom.

2. Vehicles

Parents are requested not to bring their cars onto the school site.

Parents collecting children who are injured or unwell should use the designated car park. Staff cars should be parked in the marked bays. Other areas should remain clear. Delivery vehicles are expected to use the delivery area.

Wherever possible deliveries should be made once the children are safely in the building.

Other trade vehicles should park safely and not block doorways, disabled parking or delivery areas.

3. Lone Working

All staff should avoid lone working wherever possible by arranging for a colleague to be on site as well.

Where lone working is unavoidable, staff should ensure that all outside doors are locked and curtains / blinds are closed when it is dark outside.

Fire doors must be unlocked when staff are working on the premises, e.g. out of school hours.

Anyone lone working on a regular basis should be equipped with a personal mobile phone.

When two or more people work late they should try to leave the building together.

Cars should be parked as close to the access doors as possible.

Where possible staff should let someone know if they will not be home at their usual time and what time they can be expected.

Key Holder Safety during Call Outs

Key holders on call out should be mindful of their own safety.

If the police have left the premises, a key holder can contact the police and request that they return before the key holder re-enters the building.

Key holders should lock themselves in.

Before leaving, the key holder should ensure that the school is secure and the alarm re-set. If any member of staff is on site and is concerned about people on or about the site, they should telephone the police on 101, or on 999 if concerned about their own or the school's wellbeing.

4. Fire Safety

The school will provide a safe and healthy working environment with respect to fire safety. The Fire Policy Statement is detailed at x

5. Evacuation Procedures

Evacuation procedures, are practised termly and reviewed annually or more regularly if appropriate. Evacuation routes and meeting points are detailed on the school site plan, which is kept in the school office

Supervision of Children

1. Lunch-time Supervision

The Learning Mentor, Karen Sherriff, is responsible for the organisation and management of lunch times, and works with a team of Supervisory Assistants.

The Headteacher/ Head of school also provide support at lunchtime.

All staff have a collective responsibility at all times, and should speak to children and support the supervisory staff whenever the need arises.

Any children working in classrooms or activity areas must be supervised by a class teacher.

First Aid

1. Health and Accidents to Children or Staff

School staff are expected to take reasonable action as responsible adults, to deal with injuries, etc., that children sustain until the child can, if necessary, receive professional medical treatment.

All support staff receive regular first aid training.

First aid and medical treatment is available in the medical room.

Disposable gloves should always be used when dealing with blood and then be placed in the medical bin provided for that purpose.

First aid boxes for school journeys are stored in the medical room as well as other items required to be on hand during a journey.

Supervisory Assistants have the responsibility for dealing with minor accidents at lunchtime. If a child receives a bump to the head that causes concern, parents will be contacted and given the option of coming to the school to check the child themselves or leaving the child to recover and return to class.

A note should be made in the Accident Book, which is kept in the office of all actions taken. Serious accidents will also require an accident form to be completed and may require statements from all staff involved. Any child who goes home should be recorded as having done so, and the class teacher must be informed of this.

Accidents to staff must also be reported and a record kept in the Accident Book, which is kept in the school office.

2. Medication Policy

If a child requires prescribed medicines whilst in the school, the parent must complete an Administration of Medicines/Treatment (Form of Consent), which is available from the school office. Once completed these forms should be kept in the school office.

All medication should be stored safely either in the fridge or in the medicine box in the school office

All medication, except inhalers, must be recorded when taken on the appropriate '*Administration of Medicines/Treatment*' Form, which is kept in the school office.

It is the responsibility of the administration staff and class teachers to ensure that children have access to inhalers/medicines on any off-site visits.

3. Allergies

Information about children who suffer from an allergy will be published in the staff room. All staff will be informed of the identity of those individuals involved. Class teachers are issued with lists informing them of any medical issues concerning children. The school has identified those able to administer adrenaline via an Epi Pen when necessary.

4. Contagious Diseases

Outbreaks of notifiable diseases will be published to parents and staff immediately, to ensure in particular that pregnant women are informed.

We follow LA on advice/reporting of diseases as outlined in Health Matters. (folder kept in school office).

If in doubt we contact the school doctor.

5. Head lice

Incidents of head lice are reported to parents of children in the class in which an outbreak has occurred.

Staff Health and Welfare

1. Stress

Any member of staff who feels they may be suffering from stress should discuss their concerns with the Headteacher, senior staff or the school's Health and Safety representative as soon as possible. The Headteacher will discuss the matter with the person concerned within 24 hours of the issue being raised, where physically possible.

A list of emergency contact names and phone numbers for all staff is held in the school office.

2. Safety

All staff have a responsibility to be mindful of their own safety when putting up displays and moving equipment or furniture.

Staff should not climb on chairs or tables. A stepladder is available for use and is stored in the shared area.

Both staff and children should take care when moving or lifting equipment. If in doubt seek help. (See notes re PE in curriculum section of this document).

Information on safe lifting techniques is provided in the Caretakers Training Manual

3. Violence

Staff should always take steps to minimise the possibility of violence in the school.

Parents who are known to be violent or aggressive should never be seen by staff unless another adult is present.

4. VDU Operators

Admin. staff using VDUs should vary their work routines, avoid protracted sedentary activity, ensure that their sitting position is ergonomically sound, and follow guidance on regular eye tests.

Off Site Activities

Any visit off site must be approved by the Headteacher/Head of school.

For any visit to take place off the school site, a letter home requesting permission is required. At the beginning of each school year parents are asked to sign a form giving their permission for visits within walking distance of the school. Also, at the start of the year parents are asked to give emergency contact names and phone numbers to be used in an emergency.

One copy of the official list of the children and adults in the party on an school visit and their contact numbers must be kept in the school office. The list(s) should also include the registration number of any vehicle(s) involved.

If the party is travelling on two or more coaches it should be clear on the official list of children and adults who is travelling on which coach.

Each adult on the visit should have a copy of the list and a copy should also be left with the driver at the front of the coach.

The pupil:adult ratio recommended by the relevant authority or insurance policy for the activity must be met.

Where transport is by car (either teacher or parent) a Car Insurance Confirmation Form should be completed. These are available from the school office. Each adult should also carry an official list with the names of their passengers, and appropriate emergency contact details. If it is the intention to change vehicles for the return journey, the school must also know the replacement car's registration.

Where the visit is in the evening, the leader must hold the home telephone numbers of senior members of staff.

All coaches hired by the school will have seat belts fitted; adults should ensure that they are used.

Adults must base themselves in different parts of the vehicle to minimise the risk of all adults being injured.

Children should not sit in the front seats of the coach or in the centre back seat.

Children should not be seated by an emergency exit.

Children are not allowed to eat or drink on coaches and should sit still, not distracting the driver or drivers of other vehicles.

On a visit involving transport the following should be easily accessible:

Plastic gloves; First Aid Kit (containing official list of adults and children on the party, plus the school name and telephone number); drinking water and beaker; paper towels and tissues; and 'sick bags'.

NB: The office staff and class teachers are responsible for ensuring that children have access to inhalers and other personal medication where necessary.

APPENDIX A

Fire Policy Statement

Flanderwell Primary School will provide a safe and healthy working environment with respect to fire safety in its establishments.

The caretaker/ site manager will be responsible for:

- Checking that all fire doors are free from obstructions and slip/trip hazards
- Checking that all escape routes are clear
- Checking that all fire doors can be opened quickly and easily
- Checking that all fire-resisting doors close properly
- Checking that no fire-resisting doors are wedged or propped open
- Ensuring that general housekeeping standards are adequate
- Ensuring that the building is kept generally tidy
- Checking that rubbish and waste materials are not being allowed to accumulate
- Checking that there is no storage, especially of combustible materials, in unsuitable locations (e.g. corridors or electric intake rooms)
- Ensure that waste containers are stored externally in a secure compound

The named Fire Safety Co-ordinator is the Headteacher Alison Adair, or in his/her absence the Head of school (Julie Armitage).

Responsibilities: (amend as necessary)

Checking all areas: Headteacher – overall supervision

Junior toilets – Head of school

Infant toilets – Head of school

Classrooms – class teachers

Staff toilets – class teachers

Medical Room and office area – Mrs Mellor

Phoning the fire service – this is automatic; however Alison Mellor to check that the fire service has been called

Unlocking gates to allow access – Alison Mellor

Registers and visitors book – Alison Mellor

Copies of fire evacuation plans are posted on the internal doors of classroom cupboards and the school office.

The fire alarm is tested weekly by the Caretaker and the result recorded in the Fire Manual, which is kept in the school office.

A fire drill is completed once a term. A record of the outcome is kept in the Fire Manual which is kept in the school office.

A fire safety risk assessment is carried out by the Premises Officer and the Health and Safety governor each term. A report is then presented to the governing body.

Systems and extinguishers are checked on a regular basis. This is recorded in the Fire Manual.

The Fire Safety Co-ordinator will be responsible for the upkeep of the Fire Manual.

The Fire Safety Policy will be reviewed annually.

APPENDIX B

Evacuation Procedures

The overall aim is to save life; efficient evacuation is therefore of paramount importance. Staff are not expected to fight fire, nor should they go back into the building after a fire has been declared and reported to the fire service.

Anyone discovering fire or smoke should raise the alarm by breaking the glass at the nearest alarm point.

Fire drills are carried out at least once a term and recorded in the Fire Certificate Log Book which is kept in the school office.

On hearing the alarm:

- Direct children to walk quietly to the nearest exit and then walk quietly in single file to the assembly points on the playground
- Children will line up in register order
- Ensure that the classroom is empty before leaving
- Everyone on site, children and adults, must leave by the nearest exit
- School Bursar or Administration Assistant will call the fire brigade and check that the medical room is empty
- Two designated members of staff will check that the children's toilets are empty
- The administration staff will issue registers and check the signing in book for roll call by class teachers at the assembly points. Administration staff will also unlock the playground gate to allow access for the fire brigade
- The Principal or designated member of staff will check that all adults and children are accounted for
- Classes should stand still and quiet until asked to re-enter the building
-

NB: As the attendance register reflects the true number of children in the school at the start of the morning or afternoon, it is important that it is completed quickly and accurately and then returned to the school office. Please ensure that children arriving after registration has taken place report to the school office.

Teachers should be mindful of any child who is later taken off site for illness or an appointment. If any visitors are present, the adult they are working with should ensure that they know what to do.

APPENDIX C

If The Building Has To Be Evacuated During Lunchtime

On hearing the alarm:

- Direct children to walk quietly to the nearest exit and then walk quietly in single file to the assembly points on the small playground

- Children will line up in register order
- Everyone on site, children and adults, must leave by the nearest exit
- Admin. staff will call the fire brigade and check that the medical room is empty
- The admin staff will issue registers, check the signing in book and unlock the playground gate. Staff, with the help of the Supervisory Assistants, will carry out roll call at the assembly point
- The Headteacher or designated member of staff will check that all adults and children are accounted for

APPENDIX D

Critical Incident Planned Response: Road Traffic Accident involving Pupils/Accident during School Trips

Immediate action:

Remove children from danger if possible/appropriate. Contact emergency services. Bring children home as soon as possible. Obtain accurate information and inform school (uncertainty breeds rumour, which adds to distress).

Action as soon as possible:

- The school (most likely the administrative office) will contact families of those involved. Contact lists are found in the school office. If you cannot get through just ask them to ring the school, do not leave a message
- If there is death or serious injury the police will inform parents (possibly with a member of staff)
- Plan communications to and from school (e.g. use mobile/fax line as an outgoing line to leave main line free if it is expected that many parents will be trying to contact the school). If necessary there is a third line in the kitchen
- Give the same level of information to everyone; provision of a script is sensible. The Headteacher/Principal and Vice Principal will be responsible for drafting of a script
- The administration office will make a careful note of those parents who still need to be informed. If support is required a designated support assistant will help
- The Principal will inform staff and pupils. (If sending a letter home, give details of the facts, do not apportion blame). Pupils will probably be best told in classes. Only facts should be given, do not speculate on the causes and consequences
- The school will contact the Chair of Governors. The Headteacher/Head of school will inform the press office. Press or media will not be allowed onto school premises
- If there is need for an assembly point, the school hall or library should be used. Refreshments will be made in the staff room by members of staff and brought to the hall. Staff toilets will be available for adults to use

APPENDIX E

Critical Incident Planned Response: Aggressive or Violent Incident in School (attack by aggressive parent or pupil)

All external doors can only be opened from the inside. The front entrance door lock can be activated by a switch in the office. If it is anticipated that an aggressive parent or intruder is on their way to the school, the office door will be locked and kept locked. If appropriate the police will be called.

On some occasions, parents have entered the building and proceeded to demonstrate aggressive behaviour to teachers, often in front of pupils. If this occurs, the following procedure should be followed:

- Remove children if possible
- Seek immediate help (ask a child to go to next door teacher)
- Try to remain calm and ask aggressor if they would like to sit down to discuss the problem

- Staff going to aid the teacher should be accompanied by another adult
- They should remove the children if they are still present
- The Headteacher should be informed
- If the situation is out of control or risks becoming difficult to control, the police should be called
- In extreme cases it may be necessary to use restraint procedures, but this must not be done alone
- If the situation can be calmed and the aggressor leaves the premises, all doors must be locked immediately after they have left
- The Headteacher will inform the aggressor in writing of the expected code of behaviour in school, and in extreme cases may forbid the parent from further contact with the teacher/school
- No comments will be given to the media, and the press officer will be kept informed
- In the extreme case of a teacher or child being held hostage, all other children and staff must evacuate. The police must be immediately informed and will provide guidance.

APPENDIX G

Critical Incident Planned Response: Disaster in the Community (e.g. fire, explosion, major road accident, civil disturbance, terrorism)

Immediate action:

- If this happens within the close proximity of the school it will be necessary to remove children from any danger (by using the evacuation procedures)
- Contact emergency services
- If the incident happens outside of the immediate vicinity of the school accurate information should be obtained
- If the incident occurred outside of school hours accurate information should still be sought so that discussions in the school can be based on fact
- Action as soon as possible...
- Inform children of the incident. This should be done simply and without fabrication
- Keep incoming phone line clear so that emergency services are able to provide updates
- If it is necessary to keep children behind after school, children will stay with their class teacher and parents be informed accordingly. Emergency services will advise
- Attempt to revert to normal school routines as soon as possible after any such incident has been resolved

Later action:

- Give staff "Permission" to talk
- Headteacher/admin. officer to contact outside agencies where appropriate (e.g. EP's)
- Encourage children to talk (may be necessary to hold a debriefing meeting led by an experienced outside professional)
- Express sympathy (visit those who may be in hospital or bereaved)
- Identify high-risk pupils/staff
- Monitor effects of all involved
- Organise treatment if necessary

SCHOOL AGREEMENT POLICY

Every parent is expected to sign the Home/School agreement when their child starts school as an indication of the partnership between home and school.

This agreement should be re-issued to parents annually to remind them and their children of its importance.

Flanderwell Primary School Home and School Agreement

We welcome you into our school. We want to work closely with you to make sure your child has the best education.

Please show that you will work closely with us by signing this agreement.

The School will:

- Make sure school is a safe, secure and caring place.
- Make sure every child learns well.
- Make sure every child learns different things.
- Give parents a chance to come into school every day.
- Give rewards when a child does something well.
- Teach children to treat each other and the school with respect.
- Tell parents if your child gets hurt or is ill or if we are worried about them.
- Tell you how well your child is doing.
- Help you if you need us to.
- Listen to what you and your child have to say.

Parents or Carers will:

- Make sure your child comes to school every day on time.
- Tell us straightaway why your child is off school.
- Make sure your child is dressed properly and has everything they need for school (like their book bag and PE kit)
- Tell school if there is anything that might stop your child from learning or make them behave differently.
- Support school rules for behaviour, what happens if your child is naughty and for what they should wear to school.
- Come to Parent Evenings
- Help your child with their learning in school and by making sure they do their homework.
- Tell school if you are worried or have anything important you would like us to know.

The Child will:

- Work hard and join in everything.
- Be polite and friendly to everyone.
- Listen to others and think before you do something.
- Listen to the teacher and do as they say.

Bring everything you need for school and look after it.

•

- Tell the teachers if anything is worrying you.
- Enjoy school.

Please sign:

School :
Parent/Carer:
Child:

SEX AND RELATIONSHIP EDUCATION POLICY

Legal requirements

The Education Reform Act 1988 requires the school curriculum to “promote the moral, spiritual, physical and mental development of all pupils and to prepare pupils for the opportunities, responsibilities and experiences of adult life.....Combat ignorance and therefore increase understanding and promote the ability to make informed decisions.”

The 1996 Education Act combined all previous legislation on Sex Education and requires Governor of all Maintained Schools to consider the provision of Sex Education and to ensure that where it is provided the school has a Sex Education Policy. The Governors should agree the policy, the content of the programme and the resources used.

Definition

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognize that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non- physical.

SRE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

The school’s approach to SRE is to be sensitive to the age and aptitude of the children, but to be matter- of – fact where appropriate. It should reflect the reality of young people’s lives today, especially the influences of television, video and young people’s literature.

Where controversial topics are involved, teachers are asked to use professional judgment, and to have regard to this policy. As teachers are not medical professionals or counsellors it will always be better to err on the side of caution.

Aims and Objectives

We aim to provide our pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum should enable children to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this by having three main elements to our programme as outlined in, “Sex and Relationship Guidance”, DfEE ref 0116/2000, pg 5.

Key learning objectives

- Learn to care about others and to be sensitive to their needs and views
- Learn the importance of conscience, values and moral considerations
- Learn to accept differences between people, not exploit them
- Learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learn to respect oneself and others
- Learn to be honest, loyal and trustworthy in relationships
- Learn to take responsibility for one’s actions in all situations
- Learn to explore, consider and understand moral dilemmas and develop critical thinking as part of decision- making
- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others

- Learn to manage conflict

Moral Framework

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being respectful and responsible with themselves and others
- Developing a critical awareness of themselves and of others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Content and Organization

The organization of SRE is no different from other curriculum areas. It is delivered through planned programmes within science, RE and PSHE. Occasionally, issues about SRE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned SRE curriculum and parents or carers cannot withdraw their children in these circumstances.

Delivery of SRE is through the following curriculum topics:

Science: Life and Living Processes
 Ourselves
 Healthy Living
 Growth and Health

RE: Friends, Family and Community
 The Natural World
 Christianity
 Ourselves and the Community

Year 5 and 6: Preparation for puberty

PSHE lessons

Literacy/ maths lessons

Assembly Time

Health Weeks

Focus Days

- A mixture of single sex and mixed grouping is used as appropriate
- The programme will be monitored informally by the coordinator (K sherriff)
- At the request of a parent, children may be withdrawn from the non- statutory part of the programme
- The expertise of the school nurse is used where appropriate

Parents will be given notice of any proposed sex education lessons that are not within the National Curriculum.

Equal Opportunities

SRE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. SRE will be available to all pupils regardless of gender, culture or disability.

Language and Ground Rules in SRE lessons

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way

SPECIAL EDUCATION NEEDS

Flanderwell Primary School Special Educational Needs / Inclusion Policy

This policy is written in a time of transition as the new SEND Code of Practice (2014) is being implemented nationally.

This policy reflects the new statutory guidance issued through the National Curriculum (2014). All policies have been written to ensure that these points of study are covered in this policy, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first hand experiences, creative endeavours with these experiences and an inherent connection to the children of Flanderwell School, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and ethos with the new curriculum in mind.

Introduction

Flanderwell School is committed to providing equal opportunities for all pupils; we believe children are entitled to a broad, balanced and differentiated curriculum based upon the new National Curriculum 2014. We aim to provide a stimulating, supportive environment where all children are motivated to learn. Whenever possible, work is based on first hand experience, using a multi-sensory approach. Work is differentiated according to the needs of the child, or groups of children. We aim to promote confidence, self-esteem and independence.

At Flanderwell we have adopted the SEN Code of Practice 2014. This is a whole school approach, ensuring continuity and progression as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties is an integral part of teaching and learning. The needs of all of our pupils are met through carefully planned lessons delivered by outstanding teachers who understand the needs of the children in their class.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance to aid their child's learning. When a child is initially identified as having special educational needs, parental permission is sought for the child to be placed on the SEND Register. Parents are then kept fully informed of their child's progress through regular contact with school (i.e. a copy of the Individual Education Plan (IEP) is sent home, parents are invited to IEP review meetings etc).

We recognise the importance of liaison with other outside agencies (e.g. Learning Support Service, Educational Psychology Service, Speech and Language Therapy Service, Autism Communication Team etc) as they offer much help and advice in securing the best possible provision for our children with SEND.

Aims

- To create an inclusive environment which meets the needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To identify the roles and responsibilities of staff/other adults in providing for children with Special Educational Needs.
- To enable all children to have full and equal access to all elements of the school curriculum and all other aspects of school life.

Objectives

- To identify children with SEND as early as possible, in order to remove/minimise barriers to learning and prevent the development of more significant needs.
- To ensure that the child's needs are assessed and information is gathered, so that appropriate individual education plans (IEPs) can be developed (ensuring that targets are achievable and measurable).
- To ensure that progress is monitored, records are kept and that reviews take place, with recommendations for future provision.
- To identify the roles and responsibilities of the Special Educational Needs Co-ordinator (SENCO), headteacher, class teacher, parents, LSS, other outside agencies, schools and the Governing Body in order to ensure effective liaison and give the best possible provision for the child.
- To fully include children with SEND in class, providing appropriate resources and support.
- To ensure that our children have a voice in this process.

Identification of Children with Special Educational Needs

Children have Special Educational Needs if they have a difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children the same age; or
- have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in schools, within the area of the LA.

The Code of Practice identifies four areas of SEND:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

Implementation of the Code of Practice

Successful implementation relies upon:

- early identification
- best practice when devising interventions
- taking into account the views of the child
- effective partnership with parents
- regular evaluation of interventions to assess their impact
- close co-operation between all agencies concerned

There is a graduated approach in the response made to children's special educational needs:

1. Informal Action (Formerly SA / Early Years Action (EYA))
2. Formal Action (Formerly SA+ / Early Years Action Plus (EYA+))
3. EHC (Education and Health Care plan) Formerly a statement.

1. Informal Action

Using evidence of observation, assessment and knowledge of a pupil, the class teacher may feel that the strategies they are currently using with the child are not resulting in the child learning effectively. The teacher will consult with the SENCO/LSS teacher for advice. The pupil may need extra support over and above that which is usually available in class. This is "Informal Action".

The teacher and SENCO, in consultation with the LSS teacher and parents, plan support/appropriate interventions for the child.

2. Formal Action

It is necessary to progress to Formal Action when, despite receiving an individualised programme of support under Informal Action, the child:

- continues to make little or no progress in specific areas over long periods

- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing skills in literacy and numeracy
- has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of others
- has sensory or physical needs which require additional specialist equipment/support
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External support services (Inclusion Services) will provide advice, support or carry out further assessments. The new IEP will set out additional or different strategies for supporting the child's progress. It is always necessary to seek parental consent before referrals to external support services are made.

EHC (Education and Health Care Plan)

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

If a child had a statement of special educational needs this will be replaced with an EHC. The EHC will be phased in as the child reaches the end of a Key Stage. It is a plan put together by the LA when a range of information has been gathered and an assessment undertaken. The LA will work with the family and are given a personal budget to spend as they see fit.

Individual Education Plans (IEPs)

IEPs record that which is additional to or different from the differentiated curriculum plan for all children. The IEP focuses on three targets to match the child's needs. These are shared with the child and the parents.

The IEP should include:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success criteria
- Outcomes (when reviewed)

IEPs will normally be reviewed three times per year. Parent's views on the child's progress are sought as part of the review. The child (according to age and understanding) is involved in reviewing and setting targets, as are the parents.

Inclusion Services provide an important link between the schools

Liaison meetings between key members of staff and appropriate external agencies at key stage transition are organised at a mutually agreeable time in order to maintain effective provision.

Roles and Responsibilities

The Role of the SENCO

Key responsibilities include:-

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and psychology services, health and social services and voluntary bodies
- Liaising with parents of children with special educational needs
- Managing teaching assistants
- Updating the 'local SEND offer' annually, which outlines various levels of support for SEND children

These key areas are the responsibility of the SENCO, Mrs Alison Brown in consultation with the Head Teacher. There will inevitably and necessarily be some overlap of roles.

The SENCO will also maintain the adequate provision of resources and attend courses and cluster meetings to keep informed of current and future developments.

The Role of the Class Teacher

The class teacher has the overall responsibility for the education of **all** children in his or her class, including those with barriers to learning. It is the class teacher's responsibility to identify needs and to inform the SENCO. The class teacher carries out assessments, consults with parents and seeks advice from the co-ordinator and LSS when appropriate. It is the responsibility of the class teacher to write the IEP with help from the co-ordinator and/or LSS. The class teacher will work closely with the child in the classroom, organising teaching assistants and resources to provide support for the child. The class teacher will monitor progress and review future provision, in consultation with the SENCO, LSS and parents. The class teacher will ensure that any child with barriers to learning is accessing quality first teaching within the classroom.

Classroom Organisation and Management

We aim to provide a supportive, stimulating environment in all our classrooms. All children are encouraged to develop confidence and independence. Teachers use a variety of teaching strategies appropriate to learning styles. They organise groups/individual work to ensure that learning needs are appropriately met. They set targets which are attainable yet challenging to enable all pupils to make the best possible progress.

Access to the Curriculum

All children will be offered a broad, balanced and differentiated curriculum, using the guidelines from the new National Curriculum 2014.

Access to the curriculum will be ensured by the following:-

- Curriculum developments will be planned to include all children
- Learning objectives will be broken down into smaller steps and time will be given for children to 'over learn', promoting confidence and self-esteem
- Staff will use the child's strengths and needs to work out adaptations to enable children to participate in all school activities
- 'Withdrawal' may be used for short periods of time so that children receive extra help, but staff ensure that the children still receive their entitlement to a broad, balanced curriculum
- There is close liaison with the LSS and other agencies for advice on teaching strategies, appropriate intervention programmes, resources and technical equipment to allow SEN children to access the curriculum
-

The Duties of Governing Bodies

The governing bodies must:-

- Decide with the headteacher the school's general policy and approach to SEND for those children with and without statements/ EHC plans
- Set up appropriate staffing and funding arrangements and oversee the school's work – appoint a governor with specific responsibility for SEND
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, when the headteacher has been informed by the LA that a pupil has special educational needs, these needs are made known to all who are likely to teach him or her
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Consult with the LA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Report annually to parents on the schools policy for pupils with special educational needs
- Ensure that the pupil joins in the activities of the school, together with pupils who do not have special educational needs, so far that is reasonable and practical
- Have regard to the Code of Practice when carrying out their duties towards all pupils with special educational needs

Working in Partnership with Parents

At Flanderwell we value parent partnership and involvement. We work closely to ensure all our parents feel welcome in school and particularly we endeavour to build good relationships with the parents of children identified as having SEND. The school ensures that they are:-

- Encouraged to take an active and valued part of their children's education
- Enabled to make their views known about how their children are educated
- Informed about how they can access information and support regarding SEND provision, and also information about the local Parent Partnership Service

Pupil Participation

Children will always be involved at an appropriate level, according to age and understanding. They will be involved in talking about their progress, celebrating success and setting new targets.

Children will be involved from an early stage in making decisions, choices and expressing their opinions and views. They will be encouraged to explain reasons for their preferences.

Assessment, Recording and Reporting

The class teacher is responsible for gathering information about the child (e.g. National Curriculum attainments, records of achievement, observations and parental information). Records about the child, IEP reviews at each stage etc are kept by the class teacher, but also centrally by the SENCO. The class teacher monitors the child's progress and uses observations and assessments as an aid to planning the next steps in learning. Reviews are carried out, usually termly, to decide on future action in consultation with parents, the SENCO and LSS etc.

The child's progress is reported verbally to parents at regular intervals and in writing in the annual report. Appropriate records and information are passed on to the next teacher, school and Key Stage to ensure progression and continuity in the provision for the child.

Admissions

Whenever appropriate, taking into account parental wishes, we believe children with SEND should be educated in mainstream schools. This school will not seek separate special schooling on the grounds of disability or learning difficulties against the parents' wishes and we will endeavour to provide the best possible education and support them in school.

Resources

The school has developed a range of resources for SEND/Inclusion. Some of the resources are games, to promote enjoyment and motivation whilst children are learning, and these are used as reinforcement of areas taught and planned for in the child's IEP. Specialist equipment for individual needs would be purchased should the need arise.

Intervention Programmes

We have also adopted a variety of intervention programmes. Teaching Assistants who have received appropriate training are deployed to work with individuals or groups of children for periods of time.

Staff

This school operates a whole school approach to Inclusion and practice is consistent throughout the school. All staff, including teaching assistants are given opportunities for INSET. Advice is readily available from Sarah Grant, the school's LSS teacher and Kat Thorne, the school's Educational Psychologist. Inclusion is considered when new curriculum initiatives are introduced and **all** staff are aware of the importance of differentiation in their planning and integration of children with special needs in their classes.

ANTI-BULLYING Policy

Introduction

Flanderwell Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Flanderwell Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-bullying Co-ordinator Mrs K Sherriff. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education 2011

www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying

What is Bullying?

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect C&YP are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability

- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** e.g. name-calling, making offensive comments, taunting
- **Physical** e.g. kicking, hitting
- **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** e.g. inappropriate texting/emailing, inappropriate use of MSN
- **Written** e.g. ridicule through drawings and writing e.g. on planners/PC's
- **Incitement** e.g. encouraging others to bully
- **Extortion** e.g. demands for money or personal property
- **Damage to Property** e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying

Research confirms the destructive effects of bullying on young peoples lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)
- Unexplained bruises or injuries
- Lack of energy, lethargic

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer. This is the learning mentor Karen Sherriff
- Appoint an Anti-bullying Governor who will meet regularly with named person in school; Karen Sheriff.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with RMBC guidelines. This file is kept in the Headteacher's office.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff.
 - Work in school which develops empathy and emotional intelligence.
 - Any incidents are treated seriously and dealt with immediately.
 - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying. See appendix 2 for procedure for reporting bullying behaviour.
- Ensure that victims are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
 - fixed periods of exclusion
 - permanent exclusion (in extreme cases which may involve violence)
 - Support from the LA in anti-bullying workshops within classes and with pairs, groups and individuals involved.

How we will work with bystanders

- Ensure that they are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Lunchtime clubs
- Learning Mentor support
- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg Rotherham Mind, Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. Parents should first report the bullying to the Anti-bullying officer.
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (See appendix 2 Recommended procedures in school for reporting bullying).

The Local Authority complaints procedure for handling school complaints can be accessed [here](#).

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

[Appendix 1. Support Agencies we may consult](#)

Rotherham MIND: 01709 554755

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 740226

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

[Childline – advice and stories from children who have survived bullying](#)

08000 1111 WEBSITE

[Bullying on line](#)

www.bullying.co.uk

[Parentline Plus – advice and links for parents](#) www.parentlineplus.org.uk

08088002222

[Parents Against Bullying](#)

[01928 576152](tel:01928576152)

Useful sources of information

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

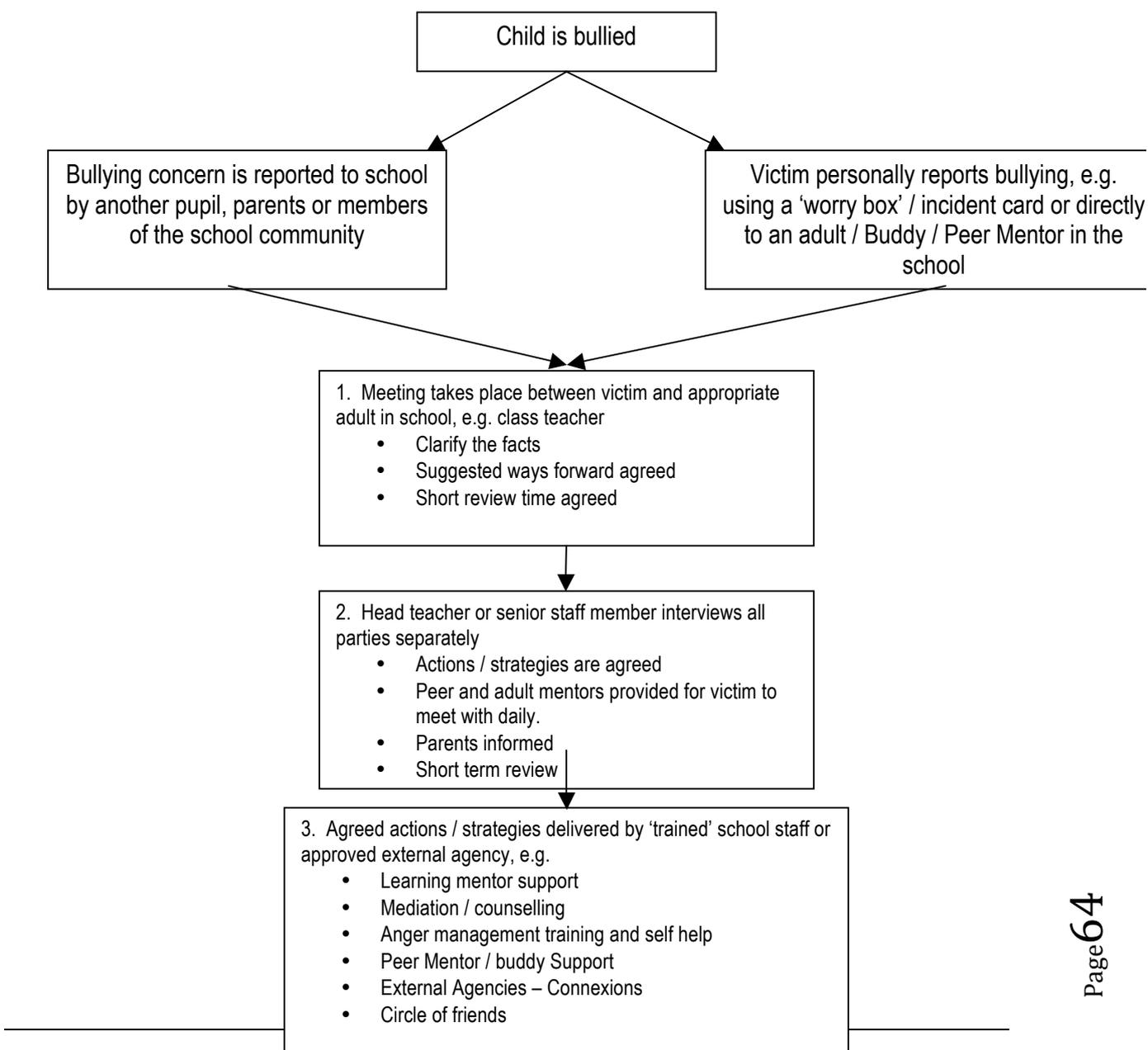
Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

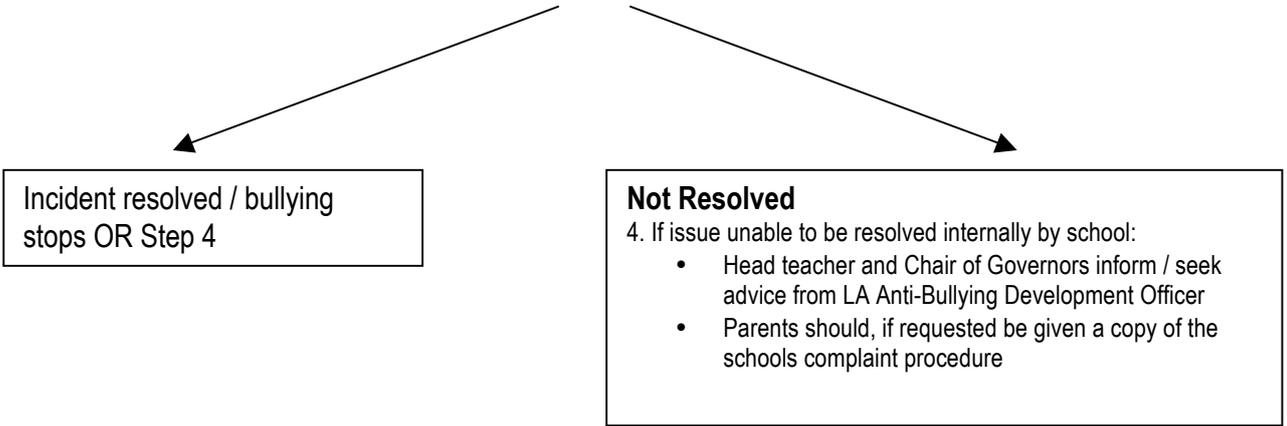
Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 2. Procedures in school for reporting bullying: pathways of help





Incident resolved / bullying stops OR Step 4

Not Resolved
4. If issue unable to be resolved internally by school:

- Head teacher and Chair of Governors inform / seek advice from LA Anti-Bullying Development Officer
- Parents should, if requested be given a copy of the schools complaint procedure

PSHCE policy

Introduction

Personal, Social and Health and Citizenship Education (PSHCE) enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future. Its role at the core of education is supported by the following quote from the National Curriculum Handbook for Primary Teachers in England (1999).

The handbook sets out two broad aims for the school curriculum:

- To provide opportunities for all pupils to learn & achieve; and
- To promote children's spiritual, moral, social, social & cultural development & prepare all pupils for the opportunities, responsibilities & experiences of life.

Aims and Objectives

PSHE and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Detailed objectives are outlined in the schemes of work

Teaching & Learning Strategies

When teaching any aspect of PSHE and Citizenship, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies is used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skill, attitudes and behaviour. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may gain knowledge and understanding. In order also to develop their skills in this area, they need to practice them through participating in role play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum through effective implementation of the appropriate methodology (for example, group work in a design technology activity which requires communication and co-operation between group members for the task to be completed).

Examples of teaching and learning approaches in PSHE and Citizenship are explained further in appendix 1, and include the use of circle time, role play and drama, brainstorm, pair and group work, carousel, use of fiction, 'draw & write', circle of feelings & videos.

Curriculum organisation

PSHE & Citizenship is taught in a variety of ways both within and outside the curriculum. In some instances, aspects of PSHE & Citizenship may be taught as a discreet subject, but to a large extent it is covered through other subjects and topics.

PSHE & Citizenship is also developed through activities, assemblies & whole-school events. For example, the school council representatives from each class meet regularly to discuss relevant issues. A residential visit to an outdoor activity centre is offered in Key Stage 2, where there is a particular focus on developing pupils' self esteem & giving them opportunities to develop leadership & co-operative skills.

Role of the PSHE & Citizenship Co-ordinator

The PSHE & Citizenship Co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of the plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHE & Citizenship and advising the management team of the outcomes
- taking responsibility for ordering & organising the central resources for PSHE & Citizenship

Resources

The resources used to support this area of work:-

- are up to date in terms of factual content & graphics
- do not show unfair bias
- avoid racial, gender & sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHE

Use of Visitors

When using visitors to support the delivery of the scheme of work, it is important to ensure that they are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given. Ideally, they need to work with the teacher on the preparation of a session in which they are involved, so that they are aware of the context for the lesson. Active learning principles apply: it is not appropriate, for instance, for a police officer to deliver a 'lecture' on road safety to the whole school in the hall.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHE and Citizenship are aware of relevant policies (for instance, behaviour management, sex & relationship education, drug education, child protection, equal opportunities) and work in a manner consistent with their requirements.

The PSHE and Citizenship co-ordinator holds an overview of the visits and visitors being used to support the PSHE & Citizenship curriculum, and has responsibility for planning such opportunities across the school.

Assessment, reporting & recording

Assessment is as central to PSHE & Citizenship as it is to learning in any other area, and should be planned for in the same way. Self assessment has a core role in PSHE & Citizenship particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHE & Citizenship for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Summative assessment, of what has been learned, may be applied at the end of a unit of work or of a topic. Formative assessment, which is used to inform future teaching and learning, should be

taking place throughout PSHE & Citizenship and is the main form of assessment used within our scheme. Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related. It is important, therefore, to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals.

Review and Monitoring

The PSHE and citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Extra time is allocated to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Professional Development

Staff need to feel confident to deliver this aspect of the curriculum, and support will be offered through in-service training on specific issues (e.g. SRE, drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators

Links with other policies

This policy should be read in conjunction with the Drug Education & Sex and Relationship Education policies.

Appendix 1

Examples of Teaching & Learning Strategies

i) Circle Time

This approach has two primary functions. It is used to enable each child to give their opinion and to increase the self esteem of the individual and the group as a whole. It is important to try to establish a quiet space for Circle Time where children can sit reasonably comfortably in one complete circle. Circle Time is an excellent vehicle for improving the dynamics of a class through play and discussion. Care should be taken to establish rules for Circle Time which encourages the children to listen to each other and take turns. A few ideas for Circle Time activities are explained here.

Rounds

Usually the children will be given a sentence stem which they will complete in turns. Sometimes it is appropriate to pass a special object, such as a soft toy or a shell, around the circle: children know that they may only speak when holding the 'conch'. The sentence stem or concept given may simply be for the purpose of sharing thoughts and feelings or it may form the start of a PSHE lesson. It is important that individuals have the right to say "Pass" when taking part in a round. Sentence stem and ideas for rounds include:

- bad news, good news
- I feel happy/sad/angry when...
- Something a good friend does is....
- My favourite colour/animal/place is.....

Games

- Games used within Circle Time have the general purpose of promoting enjoyment and relationship building within the class. Individual games also have objectives of developing particular elements of self esteem and social skills.

Special Day

Each child, randomly selected (through names in a pot or pin in the register, for instance) has a special day during the school year. The day can include privileges such as going first in the dinner queue, choosing where to sit or wearing a special badge. The rest of the class creates a certificate for the person whose day it is (We like you because), which they can take home.

(ii) Role play and drama

Role play is particularly significant in allowing children to practise skills and as such is a very important part of PSHE and Citizenship. Role play can be used in a circle, giving pairs of children structured situations to explore, as well as with groups working around the classroom.

Puppets

These may be used in a circle time environment, enabling the children to approach difficult subject areas. They are also a useful device for encouraging turn taking.

Hot seating

The main purpose of this technique is to enable children to verbalise the thoughts and feelings of someone else. One child is put in the 'hot seat' and takes on a character. Other children ask the character their feelings and reactions.

Tunnel of Thoughts

A child walks between two lines of children, having been assigned a particular dilemma or character. The walls of the tunnel (children facing inwards in lines) call out things that the character might be thinking about. It is possible to give each 'line' of children one side of the dilemma to represent (eg 'Do it', 'Don't do it').

(iii) Brainstorm

Children can be given a single word, a phrase or an issue. They then share their responses, as a whole or in groups, which are then recorded. In its purest form the teachers should make no interventions during the children's suggestions. This encourages the widest range of answers and avoids the teacher's preconceptions guiding the suggestions.

(iv) Pair and Group Work

Sometime in PSHE and Citizenship sessions it may be useful to organise particular groupings of children (for instance single sex groups or interest groups). Methods for mixing children include distributing cut up postcards, or asking children to arrange themselves in a circle in the order of the number of their house or flat, and then dividing them into pairs/groups. Skills of working effectively in groups need to be built up. For instance, if using big paper and one large pen, give attention to the ways of negotiating who scribes for the group. Giving children the opportunity to share and record all their ideas, then giving them time to prioritise two or three ideas to share with the whole class in another useful approach.

(v) Carousel

This is a method of encouraging children to talk and listen in a structured way. The children are arranged in two concentric circles. The children in the inside circle face out, while those on the outside face in. Each child will have a partner in the other circle. The children are given a topic for discussion or a task and a length of time to work together (for instance, 'For two minutes, discuss ideas about how to cope if you go to a new school'). When the task has been carried out, either circle may be moved round to give each child a new partner.

(vi) Use of fiction

Stories may be used in two main ways PSHE & Citizenship. Firstly, a story is able to provide common understanding of a situation, which all the children can comment on. Secondly, the use of characters frequently enables children to give an opinion that they would feel uncomfortable verbalising independently.

(vii) 'Draw and Write'

This stems from the 'Health for Life' programme, and involves children in answering open ended questions by drawing and writing their responses on a blank sheet of paper. This enables teachers

to judge appropriate teaching content by better understanding children's current perceptions and understanding. The approach can be used at the beginning and end of a topic, or within any element of a unit. One of the most used 'Draw and Write' strategies is known as 'Jugs and Herrings': it is used to assess children's perceptions of the world of drugs, and is explained in Health for Life Book 2.

(vii) Circle of Feelings

The teacher can lead the activity with the whole class, or it can be used with groups working on a large sheet of paper, or as an individual activity. Children are given or draw a large circle, with an issue (for example 'feeling different', 'feeling good') in the middle. They then brainstorm words and phrases and record them around the circle. The rationale for using this rather than a list is to show that none of the ideas has priority over the others.

(viii) Videos

There are many videos and television programmes now available which are of good quality and useful in delivering PSHE & Citizenship. The principles of active learning still need to be applied: simply showing a video and holding a whole class discussion on its content will only enable certain types of learning to take place. Using it as a trigger or basis for Circle Time or drama activities increases its potential. The use of video cameras (e.g. for role-play sessions) and photographs (e.g. for examples of behaviour following ground rules) can also provide interesting opportunities for teaching and learning in PSHE & Citizenship.

Late collection of a child policy

Flanderwell Primary School end of school day or After School Activity procedures.

In the first instance, after ten minutes the person in charge should accompany the pupil to the school office, telephone the parent/carer and establish what has happened, the time the pupil is to be collected and name of person collecting the pupil. The Headteacher or senior staff member should be informed and it is their responsibility to care for the pupil until he/she is collected.

If, after fifteen minutes, contact has not been made then the Headteacher or senior member of staff should telephone the other contact numbers and follow the above procedure. The incident should be logged.

If, at this stage, a named contact is not found then the pupil should be taken to the After School Club and registered into their care. This will provide a safe and stimulating environment for the pupil and hopefully reduce the stress levels the child will be experiencing.

If by 5.30 p.m. contact has not been established then the Headteacher or senior member of staff should contact social care and the police. Telephone numbers of both are displayed in the school and can be found at the end of this policy. The Headteacher or senior member of staff will stay with the child until suitable arrangements are in place.

I

Contact and Referral Team Tel. 01709 823987

Non- emergency Police contact Tel. 01142 202020 OR 111

MARKING AND FEEDBACK POLICY

At Flanderwell Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

1. Aims:

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment,, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future lesson-planning.

2. Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

3. General Guidance to teachers

Assessment and feedback during the Lesson

- The teacher will share the learning objective and success criteria
- Teachers should aim to provide verbal feedback where possible during the lesson and indicate this on the child's work, therefore showing impact on learning for the remainder of the child's learning within the lesson.
- Pupils should have the opportunity to self and/or peer assess against the set success criteria or learning objective, in some format, daily.

Assessment & Feedback after the lesson

- Agreed marking symbols will be used (see appendix 1)
- Written comments should be neat and legible
- In literacy books in KS2, children should write on the right hand side of the page to allow corrections/ response to marking to be done on the left hand side of the page.
- Teachers should plan opportunities regularly for children to look at and respond to feedback/ marking
- Any corrections/ editing carried out by the children in response to marking should be carried out using a purple pen (power purple)

- The teacher should mark work prior to the next lesson.

Pupil Self and Peer Assessment

Peer Assessment is where a pupil's work is judged by fellow pupils. Self Assessment involves pupils making judgments about their own work. These strategies enable

children to have a clearer view of their own learning and ways to improve, they therefore become more independent and driven in their learning.

Self Assessment:

- Children will self- assess when appropriate their own work in some format
- Time will be set aside on occasions to allow this to happen
- Strategies for self assessment are flexible to suit the age and stage of the child

Peer Assessment:

- Children will have regular opportunities within the week to peer assess.
- Children will be fully aware of the criteria to assess their peers against and will have been taught the correct manner in which to do this e.g. listening carefully, being positive and constructive, commenting on the success criteria only.

Conclusion:

This policy's principles and practice have been agreed by the staff of Flanderwell Primary School and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Appendix 1

Marking/Redrafting Symbols

Symbol	Function
	My way forward is....
	I've done well!
	I was given support to help me do this task
	I did this task without help.
	I was given verbal feedback
T/ TA	Marked by teacher or TA.

ANTI-RACIST GUIDELINES

Every pupil has the right to be included in all school activities. The school will not exclude any pupil on racial, cultural or linguistic activities.

The following steps will be undertaken when dealing with racist behaviour

- a. Identifying the racist behaviour
- b. Supporting the victims
- c. Dealing with the perpetrator
- d. Dealing with whole school and community impact
- e. Monitoring the situation
- f. Recording and reporting the incidents.

Identifying racist behaviour

'Racism' in general terms consist of conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin.

A 'racist incident' is any incident which is perceived to be racist by the victim or any other person.

Categories of racist behaviour

This includes:

- Physical assault against a person or group because of colour and/or ethnicity and/or religion
- Derogatory name-calling, insults and racist jokes
- Racist graffiti
- Provocative behaviour such as the wearing of racist badges or insignia
- Bringing racist materials such as leaflets, comics or magazines into school
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Attempts to recruit other pupils to racist organisations or groups
- Ridicule for cultural differences e.g. food, music, dress etc
- Refusal to co-operate with people because of their ethnic origin
- Stereotyping

Support to the victims

All Racist incidents within school must be reported to the Headteacher. All incidents must be recorded on the appropriate recording sheet.

A victim of racist behaviour will need immediate attention from a member of staff in order to prevent the danger of shock and long-term suffering.

An appropriate member of staff needs to explain to the victim the action taken and to express the attitude of the institution towards such behaviour giving the opportunity to the pupils to express their own concerns and feelings.

In such cases the Headteacher will meet the parents or relations of the victims to explain the action taken and to discuss the matter with them.

Dealing with the perpetrators

All incidents must be reported to the Headteacher and recorded in the appropriate way.

Parents/guardians of the perpetrators need to be informed of the incident and the sanctions that the school intends to impose.

Members of staff **must not ignore** any form of racist abuse in school.

The perpetrator needs to know that racist abuse will not be tolerated.

Racist statements and stereotypes must not go unchallenged.

It is hoped that racist graffiti will not occur, but should it do so, it must be reported to the Headteacher and removed immediately.

All forms of racist literature and materials must be confiscated.

Dealing with members of staff

Racist behaviour from any member of staff towards any pupil, parent or other member of staff will not be tolerated. Disciplinary procedures will be taken against offending staff.

Where a pupil is racially abused by a member of staff, the following procedures will be followed:

1. Known incidents must be reported to the Headteacher.
2. The Headteacher will seek to resolve the issue.
3. In case parents or pupils are not satisfied with the actions taken by the Headteacher, they shall be informed of their rights to make a formal complaint to the Diocesan director of Education
4. The Diocesan Director of Education will investigate the case and will take appropriate action.
5. Where the parents or pupils are still not satisfied, they shall then be able to make a formal complaint to the governing body.
6. Racist behaviour by any member of staff will be considered as misconduct and the person concerned will be subject to disciplinary action.
7. All parents must be informed of this procedure of complaints.

Outside perpetrators

Society outside of school can adversely affect education through racism and racial discrimination. This can occur in two direct ways:

- When outsiders harm children or adults on the site physically or verbally or by graffiti
- Secondly, when outsiders use the school premises to try to recruit members to racist organisations.

Most of these offences are covered by law. If such an activity is taking place the school should contact the police.

Dealing with the impact on the school and the community

1. Racist graffiti or slogans whether on books or walls, will be removed immediately on discovery and any damage repaired.
2. Racist literature, badges and insignia should be confiscated on discovery and the reason for now allowing them explained.
3. If the matter is of a serious nature, all the pupils and staff should meet together to discuss it. Assemblies may also be used for this purpose.
4. Feedback from parents and responsible members of the communities should be obtained in order to assess the impact of the incident.

Monitoring racist incidents

There is a need to monitor racist incidents in every school in order to:

1. get a full picture of the frequency and nature of racist incidents;
2. measure the effectiveness of the methods used by the school in responding to racist incidents;
3. give staff a statistical base for analysis of racist incidents.

The school will keep a record of all racist incidents. Racist incidents may be recorded under the following categories:

- a. Racist violence and threat
- b. Racist abuse and insult
- c. Racist graffiti
- d. Racist literature

The Headteacher will provide the Authority with an annual report on racist incidents with the response to them, using documentation provided.

The Curriculum

The curriculum both planned and hidden, should reflect that Britain is a society which is both multi-racial and culturally diverse.

Displays within school should wherever possible contain multi-cultural elements.

The ethos and atmosphere should show the respect which is the entitlement of all persons entering the school.

The rules and regulations of the school need to be sensitive to, and show respect for diverse religious and cultural practices.

Language and dialect

The school aims to be responsive to the issue of linguistic diversity, and staff should be aware of the language and other dialect 'repertoires' of their pupils.

All pupils should feel that their languages are valued and respected. Language difference can be divisive and even though cultural difference is celebrated, children are encouraged to communicate in one language in order to prevent isolation of some children.

Books and materials

The school will select books and materials taking into account their appropriateness to today's multi-cultural society.

Books and materials will be examined for racist bias and if found to contain such, will be withdrawn from use or only used as a resource to promote discussion on racism and racist content.

Other measures

This policy and issues around racism will be reviewed and discussed at staff meetings on a regular basis.

The governing body will put the issue of racism on their agenda from time to time.

The school needs to analyse what constitutes racist behaviour and what constitutes 'unintentional racism'.

The school will endeavour to draw on the advice and experience of others, including other schools, and those with specialist knowledge and experience.

Parents will be kept informed of policy and practice.

The school will endeavour to keep up to date with in-service training. This will include Racism Awareness Training from time to time.

Medicine and Supporting Pupils with Medical Needs

Document Date	Filename	Meeting Submitted	Summary of Changes
30.9.2014	Medical Needs In School	TBC	

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Section 1 – Policy Statement

The Administration of Medicine in School

The Governing Body is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment.

It must be noted that **“medicines should only be administered at school when it would be detrimental to a child’s health or school attendance not to do so”**

DFE Publication: Supporting Pupils at School with Medical Conditions. April 2014

The school will not administer to children any medicines that have not been prescribed by a GP or consultant. All medicines MUST be in the original packaging with the pharmacist’s label attached stating the GP / Consultants prescribing instructions. The school will only administer the dose prescribed by the GP/Consultant in accordance with the instructions on the pharmacist’s label. All the necessary paperwork must be completed by the parent before school will accept any medication into school.

Policy aims:

- To ensure the safe administration/supervision of medication to children where necessary to help support attendance.
- To ensure the on-going care and support of children with long term medical needs via a health care plan.

- To explain the roles and responsibilities of school staff in relation to medication.
- To clarify the roles and responsibilities of parents in supporting the school adhere to the policy.
- To outline to parents and staff the safe procedure for medication storage.
- To outline the safe procedure for managing medicines on school visits.

Roles and Responsibilities:

It is important to us that we establish how important collaborative working arrangements are between all those involved in the administration of medicines .This policy establishes how they will work in partnership to ensure that the needs of pupils with medical conditions are met effectively.

Governing bodies :

- To make arrangements to support pupils with medical conditions in school.
- To ensure that a policy for supporting pupils with medical conditions in school is developed and implemented.
- To ensure that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions.
- To ensure that any members of school staff who provide support to pupils with medical conditions are able to access information and other teaching support materials as needed.

Headteacher / Head of School

- To ensure that their school's policy is developed and effectively implemented with partners.
- To bring this policy to the attention of school staff and parents and to ensure that the procedures outlined are put into practice and that each party understands their role in its implementation.
- To ensure that all staff that need to know are aware of the child's condition.
- To ensure that sufficient trained numbers of staff are available to implement the policy and deliver against all individual healthcare plans, including in contingency and emergency situations.
- To ensure that staff receive appropriate training and support. This will be recorded on **FORM 1 (STR)** which will be kept in their personnel file and within the Single Central Record.
- To ensure that this policy is revised annually.

Staff

- To follow the procedures outlined in this policy using the appropriate forms.
- To be fully aware of health care plans written by relevant health care professionals for children with complex or long term medical needs.
- To share medical information where necessary to ensure the safety of a child.
- To retain confidentiality where possible.

- To complete any training relevant to the administration of medicines in school.
- To complete the relevant paperwork as outlined in this policy when administering medicines.
- To take all reasonable precautions to ensure the safe administration of medicines.
- To contact parents with any concerns or refused dose of medication without delay.

Parents/Carers

- To give the school adequate information about their children's medical needs prior to starting school or as they arise.
- To ensure medication is in date and labelled with the appropriate pharmacist dispensing label containing GP's dosage instructions.
- Ensure inhalers are in date and have sufficient medication left in them.
- To notify the school of any changes to the medication/dose. This must be supported by either a letter from G.P or medication labelled with new dosage instructions.
- To follow the schools procedures for bringing medication into school.
- To take any long term medication (e.g. inhalers) home at the end of each academic year.
- To keep the child off school if they are acutely unwell or have a contagious condition. (Recommendations from the Health Protection Agency are used by school)

Non-prescribed Medication

The school will not be able to store or give medication that has not been prescribed by a GP or consultant for a child. This will include medication given under the minor ailment scheme and medication bought over the counter. This is because the medication will not have a dispensing label on the container providing all the relevant information required.

Missed Dose

If a child refuses a dose of medication, the child will not be forced to take the dose. The parent/carer will be contacted that day. The missed dose and parental comments will be recorded in the 'missed dose section' of the appropriate form.

Spillages

Any spillages (including broken / dropped tablets) will be recorded and parents will be informed.

This will be recorded on FORM 7 (SP)

Medication Procedures

The school expects medication to be given at home. Where medication is specifically prescribed to be given during school hours, school would ask that parents or an adult authorised by the parent, come into school to give their child the medication.

This will be recorded on FORM 2 (PA)

Short term medication should only be brought into school if it is detrimental to the child's health not to have the medication during the school day. In the case of antibiotics, only those prescribed FOUR times per day will be given at school.

It will be recorded on FORM 3 (PC)

The school will not accept medication that has been taken out of the container as originally dispensed, nor make changes to the prescribed dose.

Medicines should always be provided in the original container as dispensed by the pharmacist and should include the prescriber's instructions for administration.

In all cases this should include:

Name of the Child

Name of Medication

Dose

Time/Frequency of Administration

Confirmation that the medication has been taken for a period of 24 hours at home with no side effects prior to being brought into school.

Expiry date (This is on the medication. Eye drops must be discarded 28 days after opening. Antibiotics that have been reconstituted by pharmacist before dispensing will often have a short shelf life of between 7 and 14 days)

The parent/carer must present the medication to the school. It must never be sent with the child.

Where possible the school will support the children to self-administer medication.

Prior written consent must be given by the parents/carers for any medication to be given to a child. **This will be recorded on FORM 3 (PC)**

Where there are long term medical needs for a child, an Individual Health Care Plan should be completed by relevant Health Care Professionals in consultation with the child's parent / carer. This will be recorded on the relevant Care Plan as provided by Health Care professionals. **FORM 5 (HCP) outlines examples of information found in an individual Child's Health Care Plan.**

Long term medication will be recorded on **FORM 3 (PC)**

The child should have had at least the first 24 hours of any new medication at home before it is brought into school.

The parent/carer will be responsible for collecting the medication at frequent intervals in order to review expiry dates and quantity of remaining medication. Any medication that is no longer required must be returned to the pharmacy by the parent/carer for destruction.

Timings

Medication will be given at approximately 11.00am – 11.30am or 12.45pm – 1.15pm in Foundation Stage and 11.30am – 12.00pm or 1.15pm – 1.45pm in Key Stage 1 / 2.

If a medication has to be given at a critical time outside the above hours this will need to be supported by a letter from G.P/ consultant.

The above times will be timetabled in school. There will be two members of staff present at all times when any medication is administered. Staff will not be interrupted or approached to perform other duties whilst administering medication.

Controlled Drugs

Some medication prescribed for children is controlled under the Misuse of Drugs Act. These can be given to children in accordance with the prescriber's instructions. The school will keep the controlled drugs in a non-portable container which will be kept locked. Only named staff will have access to the controlled drug container. The Headteacher must be aware of any controlled drug on the school premises. Controlled drugs must be stored in the original packaging with a pharmacist's label attached stating GP/Consultant's dosage instructions. The school requests that large quantities of controlled drugs are not kept at school. Controlled drug administration will be recorded on **FORM 4 (CD)**

Storage of Medication – Foundation Stage

Medication will be stored in accordance with the product instructions. Inhalers/ Epipens for Foundation Stage will be kept in a safe place in the classroom so staff can access them readily if children require them. They will however, be kept out of the reach of children for safety.

Medication needing refrigeration will be stored in the staff fridge in the kitchen in a separate lockable airtight container or lockable medicine fridge.

Storage of Medication – Key Stage 1 / 2

For Key Stage 1 and 2 children the inhalers/Epipens will be kept in the school office as it is easily accessible for all classes, lunch hall and school yard.

The cupboard in the school office will be out of the reach of children but will not be locked in case access is needed in an emergency.

Any medication requiring refrigeration will be stored in a lockable air tight container in the staff fridge or lockable medicine fridge in the staff room.

Children will be informed where their medication is kept.

Medication on School Visits

Medication needed by children will be taken on school educational visits.

The child will be informed where their medication is kept and who to ask if they require it.

Any children requiring medication on a school visit will be recorded on a log prior to leaving.

This will be recorded on Form 6.1 (EV) Educational Visits: Log of children needing medication.

A copy of any relevant health care plan will also be taken on the visit.

Any medication given on a school educational visit will be recorded on

FORM 6.2 (EV) Educational Visits: Record of Medicines administered to all children.

Emergency Treatment

The school will call for urgent assistance if there is a medical emergency and **FORM 7 (ME)** will be used to support staff in calling for assistance.

Copies of Form 7 (ME) are displayed next to telephones in school.

Any medical information school holds for a child (e.g. details of medication administered, care plans etc) will be given to the emergency services.

Complaints

Should Parents/Carers or pupils be dissatisfied with the support provided they should discuss their concerns directly with the school. If for whatever reason this

does not resolve the issue, they may make a formal complaint via the complaints procedure outlined in the school Complaints Policy.

This policy will be reviewed annually.

Section 2 – Appendices

FORM 1 (STR) Staff Training Record

Staff Training Record – Administrations of Medicines	
Name of school / setting	Flanderwell Primary School
Name	
Type of Training received	
Date of Training Completed	
Training provided by	
Profession and Title	
<p>I confirm that the member of staff named above has received the training and is competent to carry out any necessary treatment covered in this training.</p> <p>Signed:</p> <p>I recommend that this training is updated (please state how often).....</p>	
I confirm that I have received the training detailed above.	
Staff Signature	
Date	
Suggested Review Date	

This form is to enable (1) a parent or (2) other adult authorised by the parent) to administer medication to a child during the school day. The medicine must comply with the standards set out in the Administration of Medicines Policy (ie prescribed by authorised prescriber and labelled correctly.) This consent form needs to be completed by a parent or legal guardian.

(1) I (parent / carer) confirm that I will administer medicine to my child during school hours according to the School's administration of medicines policy and complete the necessary information as outlined below.

(2) I(parent / carer) give consent for(Relationship to the child) to give the following medication to
(Child's name and class)

Medication	
Strength	
Dose	
Time 11.00-11.30am/ 12.45 – 1.00pm Foundation Stage. 11.30-12.00 / 1.15-1.30pm Key Stage 1 / 2 unless a GP/Consultant letter states an alternative time)	
Expiry Date	
Medicine has been taken at home for a period of 24 hours before being brought into school	
Any Side Effects Yes / No	

FORM 2 (PA) Parental Administration of Medicine during school hours (page 2 of 2)

This consent is only for the following dates __ / __ / __ __ __
to __ / __ / __ __ __ inclusive.

I will personally ensure that the medication is labelled in accordance with the school medicine policy and that the product is in date.

Signed:

Date:

Relationship to the child:(Parent / Legal Guardian)

Date	Child's name and Class	Medication, strength and dose	Signed by person giving medication	Initialed by staff members to say they have witnessed the dose.	

Form 3 (PC) Parental Consent & Record of Medicine administered to an individual child. (Page 1 of 3)

Reason for parent not administering medicine to the child

.....

Name of School/Setting	Flanderwell Primary School
Name of Child	
Date of Birth	__ / __ / ____
Group / Class/ Form	
Medical condition or illness	
Name/Type of medicine (as described on the container)	
Date dispensed	__ / __ / ____
Expiry Date	__ / __ / ____
Dosage and method	

Timing (11.00-11.30 or 12.45-1.15pm Foundation Stage .11.30-12.00 or 1.15-1.45pm Key Stage 1 / 2 unless a GP/Consultant letter states an alternative time)	
Special Precautions	
Has the child taken the medicine for a period of 24 hours at home prior to it being brought into school?	YES / NO
Are there any side effects that the school needs to know about? YES / NO	If Yes, please state
Self Administration	YES / NO (delete as appropriate)

**Form 3 (PC) Parental Consent & Record of Medicine administered
to an individual child. (Page 2 of 3)**

Contact Details

Name	
Daytime telephone Number	
Relationship to Child	
Address	

I understand that I must deliver the medicine personally to a member of school staff.

I accept that this is a service that the school is not obliged to undertake.

I understand that I must notify the school of any changes in writing.

I accept that it is my responsibility to collect any unused medicine and return to the pharmacy for destruction.

Signature of Parent:

Name (Print)

Date:

Form 3 (PC) Parental Consent & Record of Medicine administered to an individual child. (Page 3 of 3)

Child's Name:								
Date	_ / _ / _		_ / _ / _		_ / _ / _		_ / _ / _	
Time Given								
Dose Given								
Names of staff								
Staff Initials								

Child's Name:								
Date	_ / _ / _		_ / _ / _		_ / _ / _		_ / _ / _	
Time Given								
Dose Given								
Names of staff								
Staff Initials								

Dose refused	Name of Parent contacted:	Time:
Date:		
	Parent Comment:	

FORM 4 (CD) Controlled Drug Record

Name of Child: **D.O.B:**

Class:

Date & Time	Medication In	Medication out	Running Balance	Initials of staff members

Phone No (work)	
(home)	
(mobile)	

Name	
Phone No (work)	
(home)	
(mobile)	

Clinic / Hospital Contact

G.P.

Name:		Name:	
Phone No:		Phone No:	

Form 5 (HCP) Health Care Plan (page 2 of 2)

Describe medical needs and give details of child's symptoms

Daily Care Requirements

Describe what constitutes an emergency for the child, and the action to take if this occurs.

Follow up care

Who is responsible in an emergency (state if different for off site activities)

Name of School: Flanderwell Primary School

Date	Child's name	Time	Name of medicine	Dose Given	Any reactions	Signatures of staff	Staff Names
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							
/ /							

Date:	Name of Parent contacted:	Time:
Child's Name:		



Dose refused:	Parent Comment:
---------------	-----------------

**Form 7 (ME) Medical Emergency - Contacting the Emergency Services
Request for an ambulance.**

Dial 999, ask for an ambulance and be ready with the following information.

1. Your telephone number	01709 546771
--------------------------	--------------

2. Give your location	Greenfield Court Flanderwell Rotherham
3. State that the post code is	S66 2JF
4. Give exact location in the school	
5. Give your name	
6. Give Name of child and a brief description of the child's symptoms	
7. Inform ambulance control of the best entrance and state that the crew will be met and taken to the child.	

Speak clearly and slowly and be ready to repeat information if asked

Keep a completed copy of this form by the telephone

FORM 8 (SP) Spillages of Medicines

Name of Child	
Class	
Date	
Medication	
Amount Spilled	
Parent / Carer informed	
Staff Name	
Staff Signature	
Staff Name	
Staff Signature	

TELEPHONE CALLS/MOBILE PHONE/CAMERA/VIDEO RECORDER USAGE POLICY

To ensure the safety and welfare of all the children in our care, we operate this policy which stipulates that mobile phones, cameras and video recorders belonging to all staff, visitors, parent helpers, supply teachers, students and parents, cannot be used in children's learning environments.

We will ensure:

- Mobile phones will not be used in any **Pre-school, Foundation Stage, Key Stage 1 or 2 learning areas**, including dining spaces, shared and outdoor provision.
- All personal mobile phones will be kept in a safe and agreed store area, within each classroom/office, or in designated staff lockers, during lesson/activity time (this applies to all staff, visitors, parent helpers, supply teachers and students)
- Mobile phones may only be used in a designated staff room or office, in non-contact time, such as break times and lunchtimes.
- Photographs and recordings are only transferred to, and stored on a school computer to be viewed and/or printed. ONLY school property can be used to do this.
- Parents and carers do not use mobile phones in learning spaces.

Children are not permitted to bring mobile phones into school. If a child is found to have brought a mobile phone into school, it will be kept in the school office until the end of the day and parents will be informed.

If staff have a personal emergency, they can use the school phone or make a personal call from their mobile phone, in the school staff room, or school office.

All staff should ensure that they keep school office staff updated with any new telephone numbers and ensure that their families have the school contact number, in case of emergencies.

All telephone contact with parents must be done on the **school office phone**. All calls to and from that phone should be recorded in the school telephone book.

Staff, visitors, parent helpers, supply teachers and students must never store parents' or pupils' telephone numbers on their mobile phones, as this allows the possibility of inappropriate contact.

During group outings/residential visits, nominated staff will have access to the school mobile(s) which are to be used for emergency purposes only.

On admission to school and at the beginning of each year, all parents will receive a form requesting their permission for us to take and to use photographs on the school website/and or in local publications where appropriate. In the event that a parent declines the taking of photographs, all staff will be notified and measures used to ensure this does not happen.

All staff are given notice of any children in their care whose photographs are not to be used in this way. This right will be honoured at all times and unless parental choice changes.

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

FLANDERWELL PRIMARY SCHOOL Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2016).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the

Governing Body September 2016

It is due for review on September 2017. Headteacher
Date:

Chair of Governors Date:

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Purpose & Aims School Ethos Roles &

**Responsibilities Training & Induction Procedures for
Managing Concerns Recording & Information Sharing
Working with Parents & Carers Child Protection
Conferences Safer Recruitment Safer Working
Practice Managing Allegations against Staff Other relevant
policies Statutory Framework**

Appendices

- . **1 Recording form for reporting concerns**
- . **2 Induction checklist for staff & volunteers**
- . **3 Safeguarding Referral Procedures 2016**

1. PURPOSE & AIMS

1.1 The purpose of Flanderwell Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
 - Prevent impairment of our children's and young people's health or development;
 - Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
 - Undertake that role so as to enable children and young people at our school to have the best outcomes.
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.
- 1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will also include identifying children who may benefit from early help. The elements of our policy are prevention, protection and support.
- 1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors. ***What is Abuse?***

- Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.
- Additional guidance on other safeguarding issues such as Child Sexual Exploitation, Children Missing from Education, Female Genital Mutilation, Domestic Abuse and Preventing Radicalisation is contained in Part One of 'Keeping Children Safe in Education 2016' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham Safeguarding Children Board www.rotherhamscbproceduresonline.com **Early Help and support for children in need:** Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; and/or
- Is showing early signs of abuse and/or neglect **2. OUR ETHOS** 2.1 The child's welfare is of paramount importance. Our school will establish and maintain an

ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. 2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff at our school plays a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.** 2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose. 2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. 2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

Role	Name	Contact details
Designated Safeguarding Lead	Mrs Karen Sheriff	01709 546771
Deputy Safeguarding Lead	Mrs Julie Armitage	01709 546771
Headteacher	Mrs Alison Adair	01709 546771
Named Safeguarding Governor	Mrs Nevine Towers	01709 546771
Chair of Governors	Mrs Nevine Towers	01709 850570

3. ROLES AND RESPONSIBILITIES

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Flanderwell Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in Education', Local Authority advice and the requirements of the Rotherham Local Safeguarding Children Board (LSCB) policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.
- The school has due regard to the new **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where

they

discover that FGM appears to have been carried out on a girl under 18 years.

- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate (deputy) and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of '*Keeping Children Safe in Education*' and the staff code of conduct;
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e- bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*' (2016) and also Chapter 5.2 of Rotherham LSCB Child Protection Procedures.
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention. 3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils. **The Headteacher** 3.5 At Flanderwell Primary

School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. The DSL will provide advice and support to other staff on child welfare and child protection matters.

3.7 The DSL at Flanderwell Primary School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they

need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the Rotherham LSCB. A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead is.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of '*Keeping Children Safe in Education*' (2016) and will be expected to read this.

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with '*Keeping Children Safe in Education*' (2016) and advice from Rotherham LSCB. All staff members will also receive regular safeguarding and child protection updates (for example, via e-mail or at staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See example at Appendix 2)

4.5 The DSL, the deputy DSL and any other senior member of staff who may be in a position of making referrals or attending

child protection conferences or core groups will attend one of the multi-agency training courses organised by Rotherham LSCB at least once every two years. They will also receive regular safeguarding updates throughout the school year in order to keep up with any developments relevant to their role.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Governor Development Service.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham LSCB at www.rotherham.gov.uk/safeguarding The DSL will also provide regular safeguarding updates for staff.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Flanderwell Primary School adheres to child protection procedures that have been agreed locally through the Rotherham LSCB.

5.2 Every member of staff including volunteers working with children at our school is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, has a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or

suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.5 If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

5.6 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school (CPOMS)

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi- Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 *'Referring Safeguarding Concerns about Children'*

5.9 If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police if:

- the situation is an emergency and the designated senior person, their deputy and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns

about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the Safeguarding Children's Unit directly with their concerns.

5.12 If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate.

6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (CPOMS). Support staff should complete a 'niggle' form and hand this to the DSL/DDSL so that this can be recorded on CPOMS. They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any information recorded on paper, will be kept in a separate named file, in a secure cabinet and not with the child's academic file (most recently CPOMS) Any files kept will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life. Most recent documentation will be kept on CPOMS and documents uploaded.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an

appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

7. WORKING WITH PARENTS & CARERS

7.1 Flanderwell Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their

child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);

- Emergency contact details (if different from above);
 - Full details of any other adult authorised by the parent to collect the child from school (if different from the above). The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.
- 8. CHILD PROTECTION CONFERENCES**
- 8.1 Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 8.3 All reports for child protection conferences will be prepared in advance using the guidance and preferably the template provided. This can be obtained by contacting Sherran.finney@rotherham.gov.uk
- The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the

protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2016).

9.2 At Flanderwell Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to appointment. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members on the following:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- A section 128 check (for management positions in independent schools (including free schools and academies))
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK

10. SAFER WORKING PRACTICE 10.1

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. 10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Headteacher. 10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in

school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in the guidance document '*Safer working practices for adults who work with children and young people*' (*Safer Recruitment Consortium, October 2015*). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing

understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01709 823914 or via MASH on 01709 336080.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher or Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01709 823914 or via MASH on 01709 336080.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our

school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays **13.**

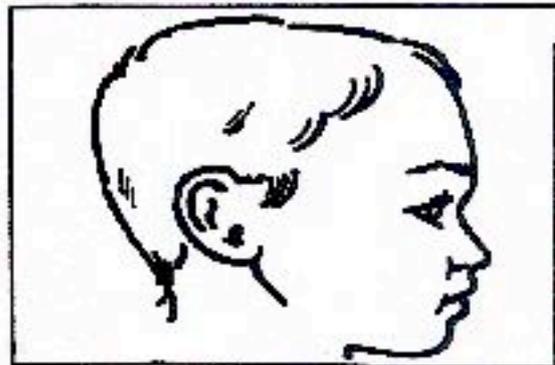
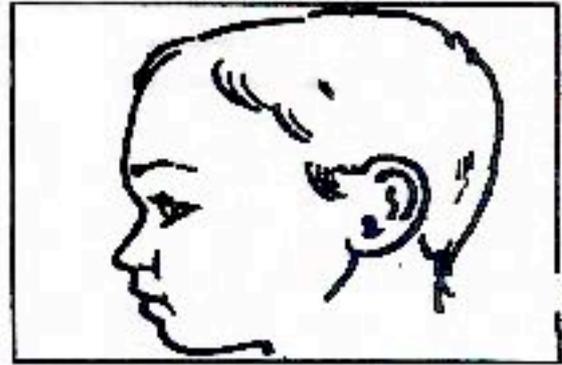
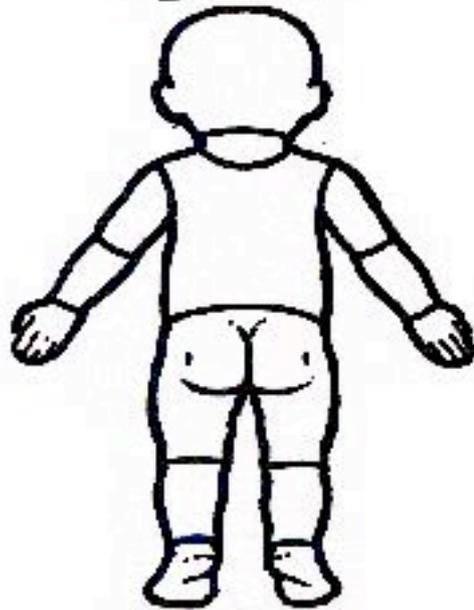
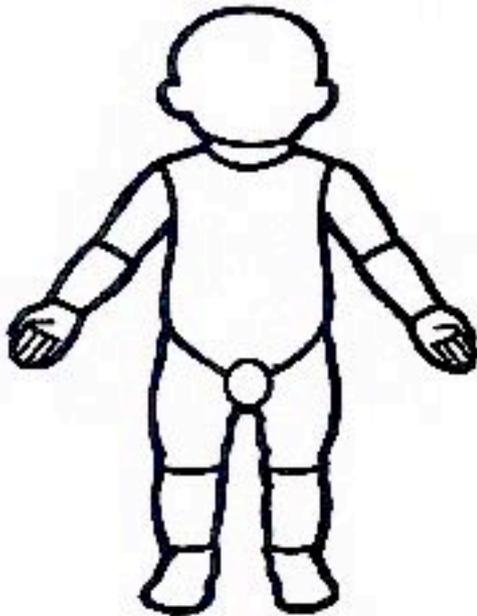
STATUTORY FRAMEWORK This policy has been devised in accordance with the following legislation and guidance:

- ‘Working Together to Safeguard Children’ DfE (2015)
- ‘Keeping Children Safe in Education’ DfE (2016)
- Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015 version produced by the Safer Recruitment Consortium)

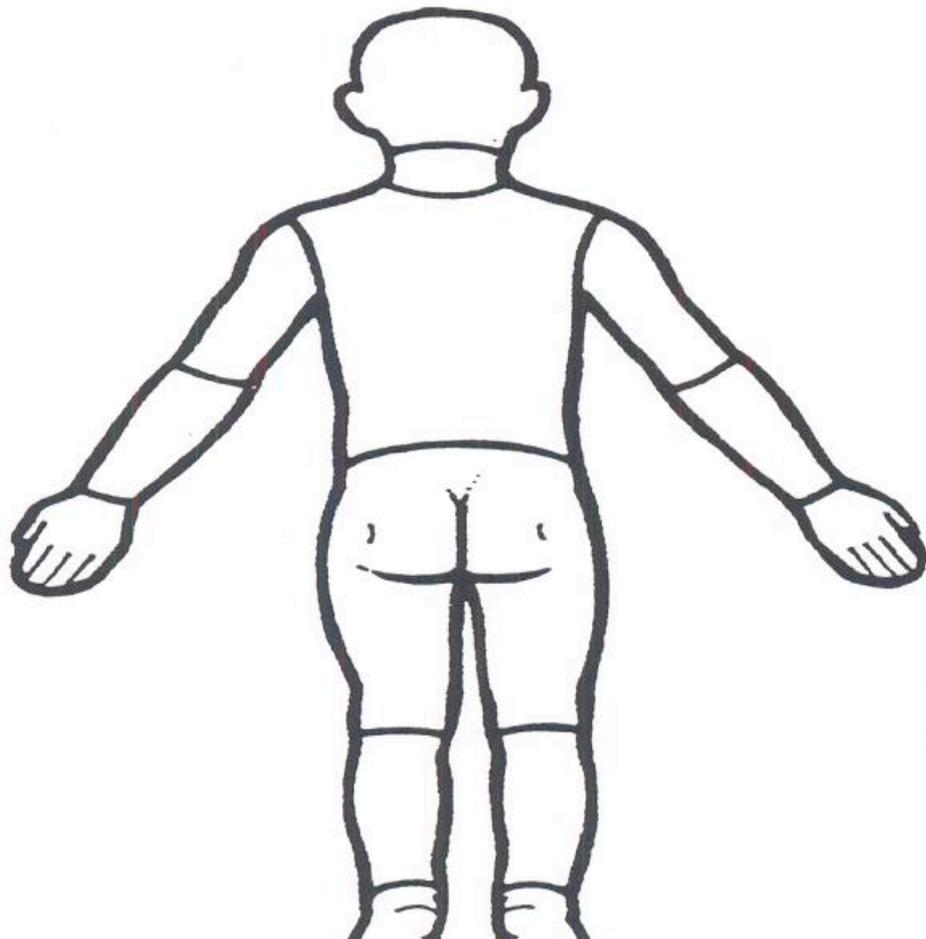
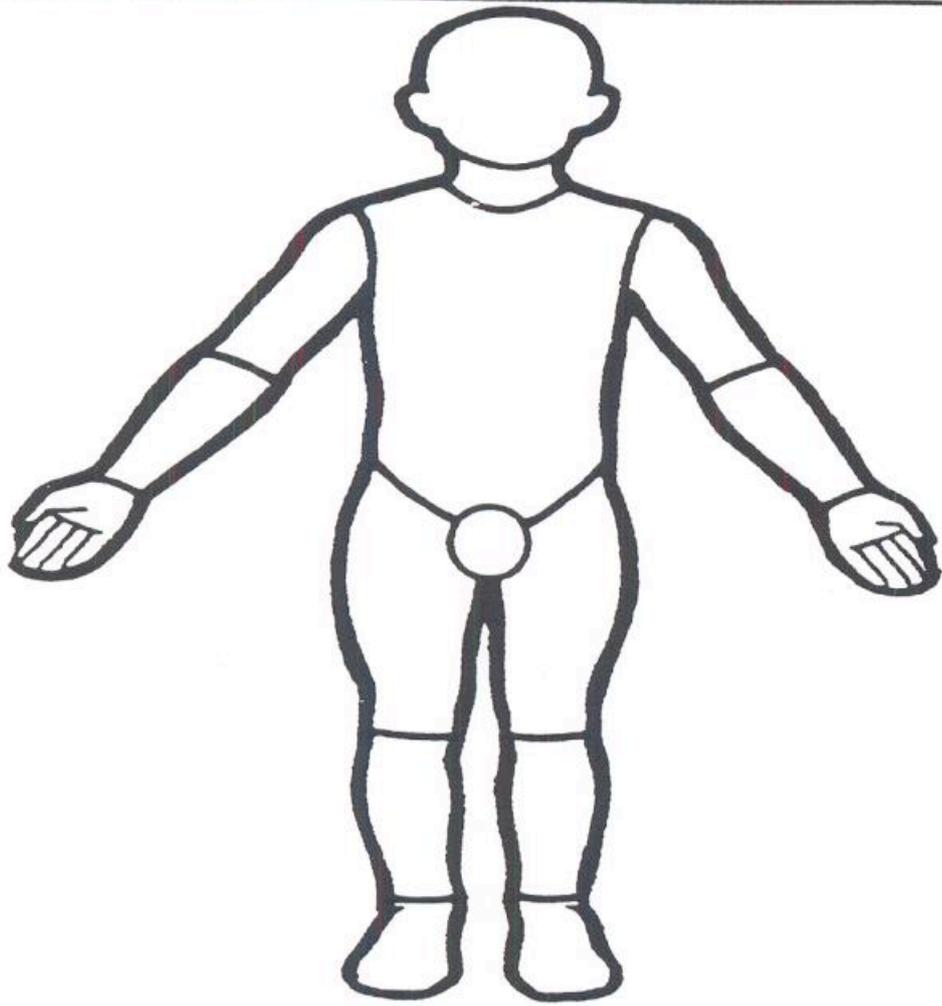
Appendix 1.

Body Map

Young Child



Name



Three empty rectangular boxes stacked vertically on the right side of the page, intended for notes or additional information.

FLANDERWELL PRIMARY SCHOOL

Appendix 2: Example of a Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and discuss your concerns with them.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing

Body. Alternatively, you can contact the Local Authority Designated Officer on 01709 823914 or via MASH on 01709 336080.

The people you should talk to in school are:

Designated Safeguarding Lead: Karen Sheriff Location of office: Flanderwell Primary School Contact Number: 01709 546771

Deputy Designated Safeguarding Lead: Julie Armitage Location of office: Flanderwell Primary School Contact Number: 01709 546771

Chair of Governing Body: Nevine Towers Contact Number: 01709 546771

At Flanderwell Primary School we strive to safeguard and promote the welfare of all of our children.

Appendix 3: When to make a referral to MASH

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**;
- Further concerns have arisen of increased or additional risk to a child currently subject to a

Child Protection Plan;

- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer

Significant Harm;

- An unborn child may be at risk of significant harm – for more information

see **Safeguarding Unborn and Newborn Babies Procedure** and

Concealment and Denial of Pregnancy Procedure;

- A non-mobile infant sustains any injury, however slight, **without an adequate accidental explanation;**

- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a

Police Protection Order;

- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information;

- There are concerns that a child or young person is being sexually exploited - for more information see **Action Following Referral of Safeguarding Children Concerns Procedure, Child Sexual Exploitation (CSE)** and **Safeguarding Children and Young People from Sexual Exploitation Procedure;**

- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care;**

- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media;**

- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Individuals who Pose a Risk to Children Procedure;**

- A child is being denied access to urgent or important **Medical Assessment** or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Protocol for Safeguarding Children in Whom Illness is Fabricated or Induced;**
- A child is at risk of being subjected to illegal procedures, for example:

- **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure;**

- [Safeguarding Children and Young People from Forced Marriage Procedure](#);
- [Safeguarding Children and Young People from Honour Based Violence](#)

Procedure;

○ There are grounds for concern that a person may be a victim of human trafficking (see [Safeguarding Children who may have been Trafficked from Abroad Procedure](#) and [National Referral Mechanism: guidance for child first responders \(Home Office, August 2013\)](#)).

- A child is at risk or vulnerable to being drawn into terrorism - for more information

see [Supporting Children and Young People Vulnerable to Violent Extremism Procedure](#);

- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of

another, e.g. through [Domestic Abuse](#);

· A child is at risk of being harmed because of concerns about their parents' mental health see - [Safeguarding Children at Risk where a Parent has Mental Health Problem](#)

Procedure;

· Either an adult or a child makes allegations of non-recent abuse, for more information see - [Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure](#).

For information about thresholds, see [Multi-Agency Threshold Descriptors](#). Please note this list is not exhaustive.

Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080 South Yorkshire Police non-emergency number – 101

In an emergency ring 999 Rotherham Safeguarding Children's Unit (LADO/Duty Advice):

- 01709 823914

Education Safeguarding Officer – Sherran Finney · 01709

822690 or by e-mail on Sherran.finney@rotherham.gov.uk

Rotherham LSCB

www.rotherham.gov.uk/safeguarding

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000

help@nspcc.org.uk

Childline – 0800 1111