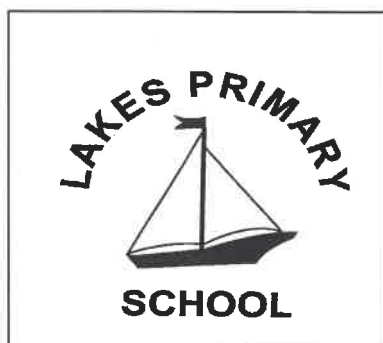
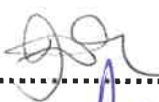


LAKES PRIMARY SCHOOL

SAFEGUARDING POLICY



Head Teacher Mrs J Madden 

Signed 5/3/20

Chair of Governors MR V PEELE 

Signed 9/3/20

Nominated Teacher for Child Protection: Mrs J Madden

Deputy Nominated Teachers for Child Protection: Miss L Furness

E-Safety Officer: Mrs J Madden

Nominated Governor for Child Protection and Safeguarding:
Mr M Dickinson

Date of Issue:
Review Date:

February 2020
February 2021

Lakes Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

To support the child's development in ways that will foster security, confidence and independence.

To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children.

Health and Safety

At Lakes Primary School, the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We have to ensure that this expectation becomes reality. In order to do this, a wide range of measures is put in place:

- The school has a health and safety policy, which is monitored each year by the Governing Body Asset Management Committee (see minutes).
- The Asset Management committee conduct a termly tour of the site to check on security, condition of the site and that any works previously identified have been implemented.
- Any health and safety concerns are reported to the Head Teacher, Deputy Head or Site Manager. An initial examination is carried out assessing what, if any remedial action is needed.
- A comprehensive range of risk assessments are in place that are regularly reviewed and updated.
- Every half term there is a fire drill that practices efficient evacuation of the building, along with a comprehensive Fire Risk Assessment and Fire Evacuation Plan.
- Health and Safety is a regular item on agendas for team meetings.
- There is also a critical incidence plan that details what staff and parents should do in the case of emergencies (see Appendix 1). A more detailed 'emergency plan' is available for a large scale emergency, which is held, alongside a 'disaster bag' in the main office.

First Aid

A number of staff are trained in emergency first aid and a number of staff have also completed more extensive paediatric first aid training specifically for younger pupils.

When a child is poorly or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

- A trained first aider is consulted;
- The incident is logged in the accident book/letters and accident slips to be completed;
- For head injuries a bumped head note is issued;
- If there is any doubt at all, a parent/carer is contacted

All lunchtime supervisors and staff on duty must wear a first aid bag and carry a radio.

Medicines

If a parent/carer wishes a child to take a prescribed medicine during school time, they should either arrange with the Head Teacher or Office Manager (M. Smith) to come to school to administer the medicine themselves or complete the Parental Agreement for the school to administer medicine.

This gives permission for the Office Staff and Head Teacher (or in their absence, the Deputy Head) to administer the medicine, which must be delivered by the parent to the school office in the container that has the chemists label naming the child and dose.

The school will not administer non-prescribed medicines or treatments.

Site Security

Lakes Primary School provides a secure site.

- All gates are locked except at the beginning and end of each day. Staff must carry gate keys with them at all times.
- KS2/KS1 doors have now been fitted with a secure key fob system. Staff must ensure that they carry their designated key fob with them at all times. Staff must inform Head teacher or Office Manager if they are lost or damaged.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at reception. They are given a visitors badge on entry. All visitors to the school must sign out on their departure. Any visitor to the school must be asked for a form of ID on arrival.
- Children will only be allowed home with adults with parental responsibility or confirmed permission. The class teacher must be informed of this.
- Children should never be allowed to leave school alone during school hours and if collected by an adult, signed out.
- Refer also to Appendix 2: 'Missing/Lost Children Contingency Plan'

Attendance

Excellent attendance is expected of all children. When children are unwell, parents/carers are expected to confirm absence by telephone immediately. If there is no notification, school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the Education Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance figures are reported every term to the Governing Body, Local Authority and annually to the government.

Robust measures are in place to encourage children to attend school regularly and punctually and the school is aware of its rights to take action against parents who do not ensure good attendance and punctuality.

Pupil leave for holidays in term time is monitored and limited.

Appointment of Staff and Induction of Newly Appointed Staff

All staff appointed to work in school has a criminal records search, called an enhanced CRB check. This search highlights people who have a criminal record or if previous allegations have been made against them. If staff are found to have a criminal record, the appointment is reconsidered by the Governing Body and the Head Teacher. The Local Authority is informed, who in turn provide school with clearance to work notification or a request for further investigation of any issues highlighted by the check.

The Head teacher and Chair of Governors sit on all appointment panels where the candidates are external applicants. Both the Head Teacher and Chair of Governors have undertaken the NCSL training on Safer Recruitment (certificate copies in Lakes School Single Central Record).

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentor to familiarise new staff with procedures and policies, which affect the health and safety of all at school but especially the children.

Induction of Volunteers

Volunteers must also have a full ENHANCED CRB clearance, especially where they have extended contact with children, when children may be left alone with an adult or when an adult visitor may be in and around the building. Students on placement are ENHANCED CRB cleared

through the training organisation and this is checked by the deputy head teacher prior to commencement of placement. See the attached appendix 'Code of Practice for Volunteers'.

Child Protection

The nominated person for Child Protection is Mrs J Madden and the designated governor, Mr M Dickinson. The nominated person attends refresher training with the Head Teacher.

There is a detailed Child Protection Policy, which is available on the Learning Platform. It is the Governing Body's duty to ensure that the policy is reviewed annually and any deficiencies within the policy addressed immediately. All teaching staff and support staff have had appropriate child protection training, which is updated annually.

The Design of the Curriculum

The curriculum deals with safeguarding in three ways:

- In subjects such as Personal, Social and Health Education, relevant issues are discussed with the children. Topics include such themes as Drugs, Sex and Relationships, Anti-Bullying, Road Safety and Stranger Danger. Children are encouraged to explore and discuss these issues.
- Safety issues within subjects are discussed and safe practices taught, such as using equipment properly during PE and Design and Technology. At all times there has to be appropriate staffing levels.
- When the curriculum is taken out of the classroom, appropriate and agreed pupil/adult ratios must be maintained. All visits are assessed as to the level of risk and every trip is authorised by the Educational Visits Co-ordinator who has undertaken training relevant to this role.

Internet Safety

Children are encouraged to use the internet, but at all times in a safe way. Pupils must never be left unattended whilst online and teachers should ensure that this never happens. Pupils are taught about keeping themselves safe on-line, dealing with text-bullying, sexting and other e-safety issues. All staff are aware of and have signed the Acceptable Use Policy, which is regularly reviewed, in line with changes which may occur.

The Schools E-Safety Officer is Mrs J Madden

Equality and Anti-discrimination

Within Lakes Primary School Equality and Diversity Policy is intended to achieve the following objectives:

To ensure an awareness of all staff surrounding 'The Equality Act' which covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation

We aim to:

- Promote equality of opportunity, including that of disabled and other people
- Eliminate unlawful discrimination relating to the protected characteristics
- Eliminate harassment relating to the protected characteristics
- Promote positive attitudes towards others
- Encourage participation in public life, with a particular focus supporting and including disabled people
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our Equality Policy addresses Race Equality issues. We want our children to be prepared for an ethnically diverse society. The school works hard to promote racial equality and harmony by preventing and challenging racism. Racism is tackled in both the RE and PSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices. All racist incidents are reported to the Local Authority and to the Governing Body each term through the Head Teacher's report.

Behaviour Policy

Good behaviour is essential and at Lakes Primary School we have high expectations for this. Although the emphasis is always on the positive, there are times when children have to be disciplined, in order to maintain the safety and security of all children.

There are many rewards available to children:

- Stickers and Stamps
- Showing another teacher/Head Teacher good work
- Gem tokens
- Golden Time
- Certificates
- Head teacher awards

The sanctions range from:

- Warnings and consequences (including loss of Golden Time)
- A time out in the classroom
- Removal from the class to another classroom
- Loss of playtime
- Reporting to a senior member of staff
- A letter home from the head teacher
- Internal isolation
- Temporary exclusion

Behaviour of all children is closely monitored and reported to the headteacher on a daily basis. The school will also take appropriate action to improve behaviour through, for example, structured conversations and CAF's, Child Well-Being meetings on completion of Early Help Assessments, additional support from teaching assistants, referral to other agencies such as Parenting Support, in-school counselling, or the support from our Emotional Learning Support Assistant.

Anti-Bullying Policy

The school's view of bullying is that we are committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in a relaxed and secure environment. Bullying of any kind is NEVER acceptable. We will show zero tolerance of bullying. We stress however, that in each case of bullying it is the behaviour and not the child that meets with our disapproval.

Children are told that silence is the bully's best friend. The school acts swiftly with a process of investigation, communication and action and incidents of bullying are logged to the head teacher.

Refer for more detail to our Behaviour, Discipline and Anti-Bullying Policy that is available in school.

Photographing and Videoing

At Lakes Primary School we take a sensible, balanced approach, which allows parents to photograph and video events, providing they follow this guideline:

- Parent/carers consent to school taking photographs by signing a form on an annual basis. School photographs that are for use outside of school are only allowed if the appropriate form has been signed.

Whistle blowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within the proximity of children, they have a professional duty to inform the management. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school has a current Whistle blowing Policy (displayed in the staffroom) We have a nominated Whistle Blowing Governor Mr Mark Dickinson

Review

This policy will be reviewed in the Spring Term 2021 by the Governing Body.

Appendix 1

Critical Incident Plan

This plan sets out the procedures to be followed to ensure the safety and protection of the whole school community in the event of a critical incident.

Definition

A critical incident can be a physical incident or psychological trauma that has a severe impact and likely long term effect on pupils, staff or parents. This may include:

- Incidents that involve staff, children or young people.
- People made disasters or emergencies.
- Natural disasters or emergencies.

Planned response to a 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.

Action as soon as possible:

- The school will contact the families of those involved. Contact lists are found in the office. If there is no reply, ask them to ring the school (do not leave a message).
- If there is a serious injury or death, the police will inform parents.
- Plan communication to and from school e.g. leave the main telephone line free if it is expected that parents will be trying to contact the school.
- Give the same level of information to everyone, provision of a script is sensible. The Head Teacher and Deputy Head will be responsible for drafting the script.
- Administrative staff will make careful note of those parents who still need to be informed. If support is required, a designated support assistant will help.
- The Head Teacher will inform staff and children. Pupils will be told in class. Only facts should be given. Do not speculate on the causes and consequences.
- School will contact the Local Authority and Chair of Governors. The Local Authority Press Officer will be informed. Press or media will not be allowed onto school premises.
- If there is a need for an assembly point, the school hall should be used. Staff toilets would be available for adults to use.

Planned response to an Aggressive or Violent Incident in School (attack by aggressive parent or pupil)

If it is anticipated that an aggressive parent or intruder are on their way to school, all doors will be locked. If appropriate, the police will be called.

However, on some occasions parents have entered the building and proceeded to demonstrate aggressive behaviour to teachers, often in front of pupils. If this is the case, the following action should take place:

- Remove children if possible.
- Seek immediate help (radio for help and ask a child to go to the teacher next door/red triangle).
- Try to remain calm and ask the 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 Head Teacher should be informed.
- If the situation is out of 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.
- The Head Teacher 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 Local Authority Press Officer will be informed if necessary.
- In the extreme case of a teacher or child being held hostage, all other staff and children must evacuate. The police must immediately be informed and will provide guidance.

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

Immediate Action:

- If this happens within close proximity of the school, it will be necessary to remove children from any danger.
- Contact emergency services.
- If the incident happens outside the immediate vicinity of the school, accurate information should be obtained.
- If the incident occurred outside school hours, accurate information should still be sought so that discussion in school can be based on fact.

Action as soon as possible:

- Inform children of the incident. This should be told simply and without fabrication.
- Keep incoming phone lines clear so that emergency services are able to provide updates.
- If it is necessary to keep children after school, children will stay with their class teacher and parents informed accordingly.
- Emergency services will advise.
- Attempt to continue normal school routines as soon as possible.

Later Action:

- Encourage children to talk (may be necessary to hold a debriefing meeting led by an experienced outside professional).
- Express sympathy.
- Identify high risk pupils/staff.
- Monitor effects of all involved.
- Organise treatment if necessary.

Appendix 2

LAKES PRIMARY SCHOOL - MISSING/LOST CHILDREN CONTINGENCY PLANS

- A child should never go missing from our care if all the correct procedures are followed.
- Children should never be allowed to open doors without prior instruction and any adults leaving through an exit other than main entrances should be accompanied to the door by a member of staff to ensure the door is secured.
- Check gates are secured at playtime or for outdoor activities.
- Adhere to procedures of insisting that the younger children are collected by a responsible known adult.
- On outings ensure you have an appropriate number of adults to children. A minimum ratio of 1:10 for KS2 pupils, and this should be increased in the light of your risk assessment the visit and for younger children (or for individual children who may require closer supervision).
- Refer to our other policies and procedures documentation (Educational Visits Policy, Health and Safety Policy etc)
- Count children when leaving classroom or other area of the school and don't lead the line and automatically expect children to follow. Keep checking.

IF A CHILD DOES GO MISSING THE FOLLOWING PROCEDURES SHOULD BE IMPLIMENTED IMMEDIATELY.

- Make sure all other children in your care are safe (i.e. with responsible adult).
- Get help: i.e. use the nearest colleague to hand, use your radio (if you have one), use the 'red triangle' system.
- Make sure any external exits are secure.
- Inform the person in charge of the situation including the time the child was last seen, where they were last seen and the time you noticed them missing. If you are away from school – ring school.
- Start a systematic search, based on where the child was last seen, and with whom and make sure all the areas are covered.
- Inform the child's parents.
- Inform the local police. You will need pupil details and a description, including clothing and parental contact details.

Appendix 3

Lakes Primary School Induction and Code of Practice for volunteers in school

This code sets out the expectations required from volunteers in school in order to ensure that you get the most out of your time spent helping us. It also sets out the information we will be giving you to ensure that you are able to help us keep children safe and know what is expected of all adults on the school premises.

The governing body aims to ensure that children are attending a successful school which provides them with a good education and supports their well-being. Volunteer helpers have an important role in helping us to achieve this aim.

The checklist: Making sure you have the information you need and that we make the appropriate checks on anyone working closely with children.

- First of all, everyone regularly helping in school will need to have criminal record check (this is called a ENHANCED CRB check). It only picks up on convictions or police enquiries into incidents that might indicate the person is a risk to children. It also makes sure that someone is who they say they are.
- We'll be giving you a copy of our Child Protection and Health and Safety Policies so you know what we do (and you'll need to do) to keep everyone safe and secure.
- We'll also give you a copy of our fire evacuation procedures and make sure you know what to do in the event of a fire (or an alarm going off).
- You'll be given the name of the member of staff who will be your 'mentor' – that way someone will make sure you get the information you need.

This sheet will be copied and filed in our 'Single Central Record' – which is the schools record of how we ensure that all adults are checked and understand how we work with children and keep them safe.

Volunteers can help in many ways:

- Helping individuals or groups of children (reading, helping them to stay 'on task', teaching them to play a game, or use support them as they work through an activity).
- Making some resources, taking down or putting up a display or helping to put some things away and get ready for the next lesson
- Helping out on educational visits where we need more adults to help supervise the children.
- By using your own skills to help children learn something new – cooking, gardening, craft work, chess, football coaching etc.
- Get to know what's needed and take more responsibility – for example being our school librarian or learn how to use some of the reprographic equipment so you can offer more practical support to the teacher.
- Use the opportunity to develop your own skills – lots of volunteers end up enrolling on a teaching assistant/child care course and build up their experience and qualifications.
- Become a Better Reading Partner – this involves a day or so of training to develop your understanding of some specific approaches to improving reading.
- Agreeing the school improvement strategy which includes approving the budget and agreeing the staffing structure.

General conduct – there a few important things that help things to run smoothly and keep children safe.

- Please keep things you hear (or see) in school confidential. Sometimes you will hear staff discussing children or children may say things to you that could be embarrassing to others if repeated out of school. By all means talk about what you're doing in school but be aware of how much detail you go into. You should not be talking about individual children or staff.

- You will have been given a copy of our Child Protection Policy – you need to understand that all adults have a role in protecting children. Please read it carefully so you know what to do and what not to do) if you see or hear something that worries you.
- Part of the Child Protection Policy is about what staff (and volunteers) need to do to avoid putting themselves in a situation where their actions could be misconstrued. E.g. we don't have one adult alone with a single child in a room. We don't want any adult in school to put themselves in a situation where they could be the subject of allegations.
- Please don't take on responsibility except when a member of staff has given you the authority to do so (this avoids problems with other parents getting upset about their child being inappropriately dealt with and avoids situations where one person thinks they are responsible for something and someone else takes over).
- We have a duty to act fairly and without prejudice, this means that we don't have 'favourites' or treat children differently.
- Some staff have been trained to handle children when things get out of hand. Volunteers should not get involved in handling children.
- We have a detailed behaviour policy that you may want to read but the main message is don't get involved in shouting at children – take the problem to the teacher.
- We expect all adults in school to set a good role model to children – this includes positive language and a caring and sharing approach to doing things.

Good relationships are really important:

- We expect all adults at school to strive to work as a team in which good working relationships are actively promoted.
- Everyone at school – staff or volunteers – should express their views openly, courteously and respectfully.
- The governors expect that volunteers will never say or do anything publicly that would embarrass the school, the Governing Body, the Head Teacher or staff.

Thank you for volunteering to help our school. I hope you understand that all things mentioned above are intended to help keep children safe, make sure you know how we do things and to avoid creating a problem through lack of communication. We are committed to supporting you in helping us.