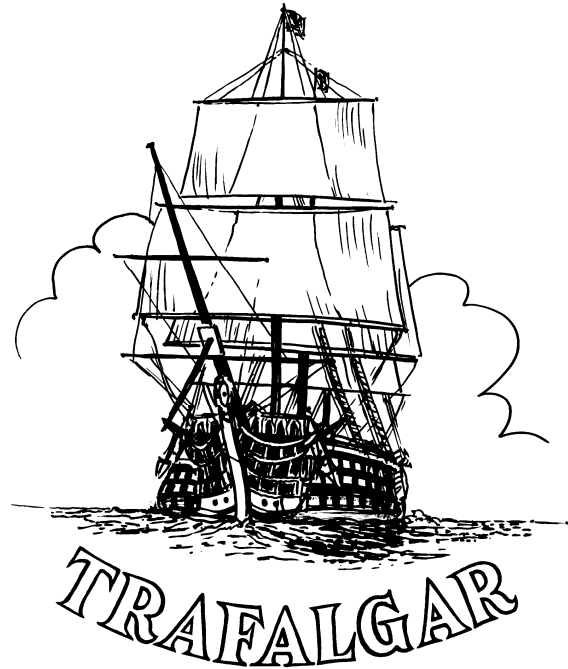


Trafalgar Community Infant School



Policy Document

Policy Handbook For Health & Safety

POLICY FOR HEALTH & SAFETY

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CODE OF CONDUCT

The health, safety and well-being of all members of the Trafalgar School community is central to the aims and responsibilities of the school. This policy describes how those aims and responsibilities will be achieved.

In order to provide a safe, healthy and caring environment, all members of the school community have a responsibility to follow a CODE OF CONDUCT by which all members of the school community will

- treat every individual with courtesy, consideration and respect
- expect to receive the same treatment in return
- respect the needs, rights and property of the individual, the school and the wider community
- observe those rules which are agreed, in the interests of the health and safety of all.

It is important that everyone appreciates that all forms of anti-social behaviour, including vandalism, bullying, truancy and disruption are deemed to be unacceptable, and that failure to observe the rules on such issues will be dealt with in line with the current policy on discipline.

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THE SCHOOL'S AIMS FOR HEALTH AND SAFETY

The establishment of a healthy and safe environment is an essential condition for the work of Trafalgar Community Infant School. It is also a statutory requirement. It depends upon sound management, vigilant supervision, and the co-operation of all members of the school community, that is, teaching and non-teaching staff, parents/guardians, pupils and governors.

THE AIMS FOR HEALTH AND SAFETY ARE

- to provide a healthy and safe environment for the children, staff, and all other people who come onto our school premises, and
- to ensure that members of the school community understand their own individual responsibilities in maintaining this healthy and safe environment.

TO ACHIEVE THESE AIMS THE SCHOOL:

- must be aware of statutory requirements
- must adhere to the Health & safety Policies within this Handbook
- must take a responsible attitude towards the education and training of pupils in safety practices.

THE HEALTH & SAFETY POLICY ...

should be read in conjunction with West Sussex statements which set out from time to time the Council's Authority's policy and attitudes towards health and safety. Trafalgar Community Infant School will operate within this framework and follow all instructions and advice issued by the Authority.

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RESPONSIBILITIES FOR WORKING TOWARDS THE SCHOOL'S AIMS FOR HEALTH AND SAFETY

The following work towards Trafalgar Community Infant School's aims for health and safety

- the Governors and Headteacher
- the Headteacher, Deputy Headteacher and Senior Leadership Team
- teachers and non-teaching staff
- the Premises Officer
- pupils
- parents/guardians

The ways in which the above work towards the school's aims for health and safety are

- being fully aware of their own responsibilities for maintaining a safe and healthy environment
- being familiar with all instructions and guidance on health and safety within the school
- using common sense at all times to take reasonable care for their own safety and that of others
- reporting any identified hazards to the Headteacher or Deputy Headteacher without delay.

In addition, the Ofsted Inspection Team have a responsibility to ensure that the school complies with its stated aims for health and safety, and the evidence that they seek from time to time is also listed on a following page.

THE GOVERNORS AND HEADTEACHER WORK TOWARDS THE SCHOOL'S AIMS FOR HEALTH AND SAFETY BY

- recognising their corporate responsibility for ensuring that the Health & Safety Policy of West Sussex County Council is implemented in Trafalgar Community Infant School
- taking responsibility for devising and implementing a Health & Safety Policy within the guidelines of the Council
- monitoring and reviewing this school policy biannually and ensuring that necessary revisions are undertaken
- ensuring that safe working practices and procedures are applied within Trafalgar Community Infant School
- ensuring annual inspections with on-going assessment to ensure that a safe and healthy environment is maintained
- taking active steps to ensure that equipment, buildings and grounds are safe, secure and well maintained, and that any damage is rectified as quickly as possible

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THE HEADTEACHER AND DEPUTY HEADTEACHER SENIOR STAFF WORK TOWARDS THE SCHOOL'S AIMS FOR HEALTH AND SAFETY BY

- taking responsibility for the day-to-day operation of Trafalgar Community Infant School's Health & Safety Policy
- ensuring that all members of staff, including temporary members, are familiar with the Health & Safety Policy of Trafalgar Community Infant School and any other relevant codes of practice
- ensuring that all other members of the school community are aware of their own responsibilities
- ensuring that safe working practices and procedures are applied within the school
- liaising with any local authority representative from education, the police, the fire brigade, other emergency services, and the NHS
- establishing a system for the reporting, recording and investigation of accidents, and ensuring that this is applied rigorously
- arranging safety training for staff where needed
- ensuring that there are arrangements for the speedy evacuation of the buildings in case of fire or other emergency, and that fire fighting equipment is available and well maintained.

TEACHERS AND NON-TEACHING STAFF WORK TOWARD THE SCHOOL'S AIMS FOR HEALTH AND SAFETY BY

- promoting a spirit of safety consciousness amongst the children, ensuring that they understand the need for codes of practice, and are aware of their responsibilities in taking care for their own safety and that of others
- being good role models, vigilant and careful
- taking quick, decisive action to ensure that the children are not allowed to jeopardise their own safety or that of others
- providing opportunities for the children to discuss appropriate health and safety issues.

PUPILS WORK TOWARD THE SCHOOL'S AIMS FOR HEALTH AND SAFETY BY

- developing a growing understanding of health and safety issues
- conducting themselves in an orderly manner, in accordance with our Code of Practice
- taking growing responsibility for maintaining a safe and healthy environment and for their own safe conduct within it

PARENTS AND GUARDIANS ARE ENCOURAGED TO WORK TOWARD THE SCHOOL'S AIMS FOR HEALTH AND SAFETY BY

- ensuring that children attend school in good health
- providing prompt notes to explain absences

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- providing support for the discipline within the school and for the teacher's role
- ensuring early contact with the school to discuss matters concerning the health and safety of their children
- allowing their children to take increasing personal and social responsibility as they progress through school
- accepting responsibility for the conduct of their children at all times
- ensuring that the school has up-to-date contact addresses, telephone numbers including emergency numbers and email addresses so that parents or guardians can be swiftly contacted in the event of an emergency'

THE OFSTED INSPECTION TEAM ENSURE THAT TRAFALGAR COMMUNITY INFANT SCHOOL COMPLIES WITH ITS STATED AIMS FOR HEALTH AND SAFETY BY

- making certain that the school has the appropriate written safeguarding documentation including a Health & Safety Policy
- making certain that the school is aware of statutory requirements
- judging whether or not the school has a responsible attitude towards the education and training of pupils in safety practices

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IMPLEMENTATION OF THE SCHOOL'S AIMS FOR HEALTH AND SAFETY

In order for Trafalgar Community Infant School's philosophy to be implemented, some aspects of school life must be addressed in terms of their potential for improving the health of the individual and the school community as a whole. These aspects include:

- the curriculum, particularly that for personal and social education
- the leadership and management of the school

The Policies of Trafalgar Community Infant School relating to health and safety matters fall into two main areas:

- Curriculum Policies
- Support Policies

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A GENERAL POLICY STATEMENT ON TEACHING PERSONAL AND SOCIAL EDUCATION ACROSS THE CURRICULUM

A FRAMEWORK FOR HEALTH EDUCATION AT KEY STAGE 1

In Trafalgar Community Infant School Personal and Social Education (PSE) focuses on the development of the personal and interpersonal skills of the pupils, in order to enable them to learn, in due course, how to make informed decisions on their own behalf. PSE is taught across the curriculum as part of other subject areas, and in line with the National Curriculum recommendations for each subject.

In line with the developmental needs of infant pupils, the focus of the programme is on 'Health Education' and 'Environmental Education' and includes

Substance Use & Misuse – children should

- know that all medicines are drugs but that not all drugs are medicines
- know that all substances can be harmful if not used properly
- know about different types of medicine and that some people need them to live a normal life
- know and understand simple safety rules about medicines, tablets, solvents and household substances

Sex and Relationship Education – children should

- know that humans develop at different rates and that human babies have special needs
- be able to name the parts of the body including the reproductive system and understand the concept of male and female
- know about personal safety, for example, that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which will help to maintain personal safety
- appreciate ways in which people learn to live and work together: listening, discussing, sharing.

Safety – children should

- know the potential dangers in different environments, for example, on the road, in the home, by the water

Family Life Education – children should

- know that there are different types of family and be able to describe the roles of individuals within the family
- know about rituals associated with birth, marriage and death, and be able to talk about the emotions involved
- understand the idea of growing from young to old

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- acquire the skills of caring for young animals for a limited time, under supervision.

Health-Related Exercise – children should

- know that people feel better when they take regular exercise
- know that exercise uses energy which comes from food

Food and Nutrition – children should

- know that there is a wide variety of foods to choose from and that choice is based on needs or culture

Personal Hygiene – children should

- understand the need for and be able to practise simple personal routines, for example, washing hands, cleaning teeth, using a handkerchief

Environmental Aspects of Health Education – children should

- know that there is a range of environments, for example, home, school, work, natural, built, urban, rural
- know that individuals are part of these environments and have some responsibility for their care
- develop an understanding of how and why rules are made concerning the school and other environments
- know about some common illnesses and understand simple preventive health tasks that they should undertake each day

Psychological Aspects of Health Education - children should

- understand the importance of valuing oneself and others
- begin to recognise the range of human emotions and ways to deal with these
- begin to be able to co-operate with others in work and play

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A GENERAL POLICY STATEMENT ON SUPPORT POLICIES RELATING TO THE SCHOOL'S ORGANISATIONAL SYSTEMS AND PROCEDURES

It is the intention of Trafalgar Community Infant School at all times to operate systems which are supportive of the needs and rights of all members of the school community.

Key features of these systems are

- Health and Safety
- Disciplinary Procedures
- Counselling Provisions
- Nutritional Provisions
- Community Links

Systems in place to cope with potential hazards in the school are described in specific policies in this policy, those being

- Fire Precautions
- Electrical Safety
- Storage of Hazardous Substances
- Contractors Working on Site

Other describe procedures to deal with other eventualities, such as:

First aid; security; discipline; Emergency procedures; Accidents; Medical requirements; School trips; Bullying; Drug-related incidents; Clinical waste, Packed Lunches; Litter

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RISK ASSESSMENT POLICY

Under the provisions of the Health & Safety at Work Act 1974 and the Management of Health & Safety at Work Regulations 1992, all employers are required to assess the risks that arise out of their operations and the use of their premises, and to introduce appropriate measures to control risks and provide a safe working environment.

One of the procedures that employers are required to follow is Risk Assessment, involving:

- the systematic identification of hazards
- a measured assessment of associated risks
- an assessment of existing control measures and the prioritised introduction of new control measures
- a monitoring and review process to take account of changes in working practices, staff competence and the environment

The Risk Assessment procedure provides a systematic framework within which these activities can be carried out and documented, and which aids the Governing body in the monitoring process. The Risk Assessment procedure is a careful 'weighing-up' of what in the school could cause harm to members of the school community. It helps to establish whether the school has taken enough precautions or should do more to prevent harm.

The aim is to make sure that no one gets hurt or becomes ill; accidents and ill health can ruin lives, and will affect the efficiency of the school if staff time is lost, if equipment is damaged, if the school authorities have to go to court, or if the school gets bad publicity.

The findings of the Risk Assessment must be recorded on the Risk Assessment Record Sheet and retained in the Risk Assessment file.

Definitions:

'Hazard' means anything that can cause harm, such as chemicals, electricity, contractors working on site, fire, a loose carpet, and so on.

'Risk' is the chance, great or small, that someone will be harmed by a hazard.

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EMERGENCY PLANNING POLICY

IMMEDIATE ACTION

1. Gather information about the incident
2. Assess continuing risk
3. Contact the Education Department appropriate agencies
4. Brief the school Critical Management Team

ACTION BY CRITICAL INCIDENT MANAGEMENT TEAM AS SOON AS PRACTICABLE

1. Contact the families of those involved
2. Inform school staff
3. Inform pupils

If the incident becomes designated as a major incident, the following should always be considered:

4. Managing the media
5. Arrange telephone communications

THE NEXT STEPS

1. Develop a plan for handling the feelings and reactions.
2. Inform the wider community
3. Identify contentious curriculum issues
4. Release a more detailed press statement
5. Prepare information for parents.

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INTRODUCTION

It is a vital part of school's preparation for the occurrence of a major emergency that up to date information is always available on and off site and readily accessible.

The main purpose of this document is to set out the school's response to, and therefore minimise the effects, of a major emergency.

In this context major emergencies are defined as:

When a member of a West Sussex County Council education establishment or affiliated group, in the course of officially recognised activities, has suffered life threatening injury or fatality or is in peril, including being missing from an off site activity.

The Head teacher and Governors of the school are charged with ensuring the health, safety and welfare of all pupils, staff and others, either on the premises or when involved in any off site activity.

This plan should be flexible as no two incidents are the same. This policy seeks to set out sensible protocols for staff, in extremely difficult situations.

It is designed to help staff deal with an unenviable situation in a logical and thoughtful way.

AIMS:

- To establish a protocol for dealing with an unusual emergency or extreme situation.
- To give guidance as to appropriate ways to deal with an emergency.
- To meet the needs of the group in crisis.
- To assist in restoring normality.
- To respond appropriately to the requirements of parents/guardians, other agencies and the media.
- To identify the need for training of staff and others in emergency procedures.
- To recognise the need for continuing, updating, validating, testing and improvement of the plan.

Copies of this document can be found in:

- The Headteacher's Office (one copy)
- Every member of staff has their own copy and take one home.

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MAJOR EMERGENCIES

It is very difficult to predict accurately what event will trigger an emergency or the pattern of events which flow from it. The procedures described in this plan are, therefore, intended to be flexible and not too specific.

Possible emergency scenarios;

- Serious life threatening injury or fatality either on site or during an off-site activity, i.e. coach or car accident
- Explosion, fire or chemical hazard
- Building damage or destruction
- Hostage taking/abduction
- Terrorist incident
- Serious health hazards
- Environmental disaster, severe floods or snow

CRITICAL INCIDENTS/SAD EVENTS

Critical incidents and sad events can be managed largely by the school employing the guidance provided in the West Sussex County Council booklet, Critical Incidents – Guidance for Schools, and where necessary debriefing support from specialist professionals in the LA.

In the event of a possible crisis or tragedy involving staff or children from this school, contact and enlist the support of the Critical Incident Team i.e. senior members of staff or members of the Governing Body at an early stage (see Appendix A) Additional useful contact numbers are attached to appendix A.

ALERTING THE CRITICAL INCIDENT TEAM

- If the incident is on site during school time, then the Head teacher, or in her absence, Deputy Head or one of the School Leadership Team, will initiate the cascade alerting all of the members of the Critical Incident Team as shown in Appendix A.
- In all other circumstances it will be the duty of the Head teacher, or in her absence, Deputy Head or a nominated member of the Critical Incident Team, to instigate the call out.

Outside Contacts

- Contact the local police for information if necessary, ie. details of accidents.
- Use the School Office and please ensure conversations are not overheard. Remember to close the door!

Contact the LA when you know you have a serious problem.

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ASSISTANCE PROVIDED BY THE COUNTY COUNCIL

Core Support Group

- Depending on the particular nature of the emergency, the central co-ordinator may establish a core support group which will liaise with the school and help to manage the needs of all affected by the crisis. They will work closely with Emergency Planning Officers and other staff of the County Council. Members of the core support group will have been trained in the management of crises. They will be able to link with a wide range of other services, both statutory and voluntary.

Area Team

- The Education Department will offer to send at least one senior officer to the school to liaise with the Head teacher and Governors directly and request assistance from the core support group as appropriate. Various types of assistance can be provided according to the need and circumstances, e.g. counselling skills provided by the Education Psychology Service, transport, mobile communications equipment and catering facilities. The Department's officer at the school will be prepared to help in any way required and, in particular, with the demands arising from the media presence which may well be substantial.

Travelling Team

It may be necessary in some circumstances to despatch a small travelling team of experienced officers from the Department together, where practicable, with a member of staff from the school, to the incident locally in order to help manage:

- The needs of any injured member of the group.
- The needs of the uninjured.
- The care of relatives who may arrive at the incident locally.
- The interface with other agencies, emergency services and, in particular, the media.

INFORMATION FOR LEADERS OF OFF-SITE TEAMS (See Appendix B for Guidance on Emergency Procedures and list of offsite leaders' pack)

- All involved in the planning, organisation and approval of off-site visits should recognise the risks involved. The safety of all participants will be maximised if due attention is paid to planning, preparation and supervision. Inevitably, there will be accidents and emergencies that require on-the-spot response by the leaders. Very few fatal accidents occur on educational visits, but leaders should be prepared for this or other emergencies.
- All group leaders will ensure that a written risk assessment highlighting generic and specific risks involved has been carried out. This will allow actions to be taken to minimise and control risks and highlight potential hazards.

Visit/Trip details

- All reply slips should be available from the School Office (see Appendix J)
- Names of party members for visit and groups should be at this location to check. (i.e. before you go out on a visit, ensure that the Headteacher, Deputy Headteacher and School Secretary know where the reply slips have been kept.

THE OFFSITE EMERGENCY INVOLVING PERSONS

Should an incident occur during an off site activity the Leader of the group must quickly determine the most appropriate action to take. This will include deciding whether the incident fall within the meaning of the term "major emergency" as defined by this plan.

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All incidents will be traumatic in some degree to certain children, for example, a broken bone suffered by one child may affect those who witnessed it but will not necessarily result in the implementation of the full emergency plan.

The plan for off-site emergencies has therefore been divided into two stages:-

- Stage one dealing with minor emergencies which can be dealt with by the offsite team leaders, and
- Stage two dealing with major emergencies.

It should be noted that the offsite team Leader could upgrade a stage one incident to stage two at any time depending on the circumstances, e.g. should media interest become intrusive.

OFFSITE EMERGENCY INVOLVING PREMISES

It is possible that the premises at which the offsite team are staying will have its own arrangements in case of an emergency.

The school team leader should, either on the pre-visit risk assessment or on arrival at the location, make themselves familiar with the emergency procedures and how they would integrate with these plans.

Both sets of plans should complement each other, but if there are any areas of conflict then they should be discussed with the centre staff.

ONSITE EMERGENCY INVOLVING PERSONS

It should be remembered that minor incidents involving pupils can happen on a regular basis and are dealt with by the school staff under normal day to day procedures. The procedures in this plan are in place to deal with incidents that cannot be dealt with under the normal procedures.

Where the emergency is one that can not be dealt with under these procedures, i.e. serious life threatening injury or fatality, serious health hazard or environmental disaster, severe flood or snow, then the procedures outlined in Appendices C & D should be followed. In all other circumstances these procedures can be used as guidance and adopted as necessary.

In the case of a situation of a hostage taking/terrorist activity etc., then the Headteacher or Critical Incident Manager at the time must determine, in consultation with the Senior Police Officer present, the best course of action dependent on the circumstances that prevail. In all cases of hostage taking/terrorist incidents the Police will dictate what action can be taken within the cordon. Once the Police have control of the incident, then they will inform the Headteacher or Critical Incident Manager what school emergency procedures can be put in place. In these circumstances it may be necessary to consider an alternative emergency incident suite, as discussed below.

ONSITE EMERGENCY INVOLVING PREMISES

Incidents involving premises could also involve persons, so the procedure adopted should be similar and easily integrated. Whatever the emergency relating to the premises, it will probably involve the Fire Brigade and therefore the Head teacher or senior member of staff should liaise closely with the Senior Fire Brigade Officer present as to the implementation and setting up of this plan.

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It is very unlikely that the whole school would be involved in a major emergency from the start, so it may be possible to phase the implementation of the procedures. For example, a fire in one of the mobile classrooms may not, apart from smoke travel depending on wind direction, affect the main school, so the pupils could, in consultation with the Senior Fire Officer, be placed temporarily in the hall.

The immediate incident checklist is attached as appendices C & D. Some of the detail may not be able to be collated until after the arrival of the emergency services and the implementation of this plan.

An ongoing incident is provided as Appendix E and this will need to be considered once the immediate priorities have been dealt with, but certainly within the first 24 hours.

The action for consideration in the recovery stages is dealt with below and set out in Appendices F and G.

SECURITY OF THE SITE- (see Appendix H - Setting Up An Emergency Incident Suite Aide Memoire)

Dealing with the local/national newspapers

- Politely but firmly decline any comment or access to the building.
- **DO NOT** be drawn into any form of discussion, conversation or opinion.
- Public Relations Officer from WSCC will help with what to say to the press.
- If the press are trying to access the school by telephone, consider switching on answer phone to filter calls.
- One member of staff should monitor all calls and keep a record of the calls and the times they occurred (see Appendix I - Message Log)
- A useful phrase is – “I am unable to make any comment at the moment”.
- **Only the Press Officer should speak with press or media.**

Area for Media Interviews

It will be impossible to keep the media out completely. Over the years where major incidents have occurred, it has been found that it is better to have a structured response to the media, allow them to get what they want under strict guidelines and then they are more likely to comply with any privacy requests made. The Group room will be set aside as a press briefing room where a Senior Member of staff can meet the press at regular appointed times to give press statements. The County Information Officer will provide expertise to assist the school and this should be requested as soon as possible. In the meantime the room should be cleared of all items relating to pupils and or cabinets locked to prevent the press from using such information in their reporting. An initial press briefing will be given as soon as practicable after the Emergency Incident Suite has been established and the press can then be informed of the times of the subsequent briefings. The Police can be of assistance in moving the press on and off site.

SECURITY OF THE BUILDING

- Secure the main door and access to school; a member of staff will remain in this area.
- Secure the telephone; use the School Office where there is access to fax, phone and email/internet. A member of staff will remain in this location to be on call.
- Keep a record of actions – delegate member of staff to keep brief accurate notes of times and actions.

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COMMUNICATION

When talking to parents/guardians please remember to:

- Stay calm and adopt a logical approach.
- Reassure others where you can, but do not make assumptions that everything will be alright if you do not know that for a fact.
- Bring parents/guardians into a base within the school.
- Make them as comfortable as possible. (The staffroom could be the best place depending on numbers.)
- Assure everyone that you will communicate facts as you receive them.
- Organise refreshments; the parents could do this to keep them busy.
- Compile a list of parents/guardians present, (If all families are not represented try to make contact.)

COMMUNICATION PROTOCOLS

- One member of staff will control access to the school.
- Only involved parents have access to the school, check who they are.
- One member of staff to liaise with parents, ie. one spokesperson.
- Carefully consider how the information is to be shared. Be understanding but accurate. Parents/Guardians need to have confidence in the information and, under most circumstances, should know what you know.
- Assure parents/guardians you will share confirmed information. DO NOT enter into speculation.
- Indicate that staying on site will give the fastest access to information and that if parents/guardians need to get to a location this will be more speedily arranged if they remain on the premises.

THE RECOVERY PERIOD

There are several aspects of the recovery period that will need to be considered immediately after the initial stages of the incident. These aspects will cover both the recovery in respect of the offsite team, the recovery in respect of the property or fabric of the school, and also the recovery in respect of the handling of the feelings and reaction of the pupils, parents, helpers and staff.

- Appendices F & G detail the actions for consideration following a major incident focussed on property for the periods in the first 24 hours and from 24 hours to 2 weeks respectively.
- Where the major incident involves an offsite team then the recovery period in respect of the pupils and staff will commence once the decision is made to bring them home.
- In any recovery situation involving persons, the Education Psychology Service can provide support and persons who are trained in critical incident debriefing. Post traumatic stress reactions are normal in children and adults following such incidents and the effects can last for some time. Timely psychological support does help those suffering post traumatic stress reactions, in the short term by support to diffuse reactions, and in the longer term by debriefing.
- The Educational Psychology Service should be contacted by the Headteacher for advice on the way forward with regard to the debriefing and support for all persons concerned.

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POLICY FOR DEALING WITH ACCIDENTS

There is a separate procedure for accidents involving members of staff (employees of West Sussex County Council) and pupils or members of the public. These procedures are fully detailed in the ACCIDENT BOOK which is maintained in the School Office.

Essentially, the procedures differ only in the type of form to be used for reporting and recording the accident.

In all cases the Senior Teaching Assistant must -

- Make sure the injured person gets the necessary medical attention as soon as possible (see section on FIRST AID)
- Inform the Headteacher as soon as possible
- Make the site safe
- Investigate the accident
- Initiate remedial action (and subsequently monitor effectiveness)
- Enter details of the accident, following the established procedures

Note – serious accidents must be notified by the Headteacher to the Health & Safety Executive directly and immediately by means of telephone, fax or email, and copy the report to County Hall

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First Aid and Intimate and Personal Care Policy

Trafalgar Infant School will undertake to ensure compliance with the relevant legislation with regard to the provision of first aid for pupils, staff and visitors and will ensure that procedures are in place to meet that responsibility.

Aims

- To ensure that first aid provision is available on the premises at all times during the school day, and also off premises whilst on school trips.
- To ensure that all incidents are dealt with swiftly and correctly.

Training

All teaching assistants are expected to undertake the 'First Aid at Work' qualification. Eight are currently qualified to this standard with one also holding the 'Early Years' qualification. First aiders attend retraining courses as required. Certificates are displayed in the medical room.

Pupils Medical Conditions

A list of pupils who suffer from medical conditions, together with details of the condition and treatment required is kept up to date by the school office. Copies of this list are kept in all classrooms, medical room and in the first aid tray.

Individual care plans are completed for pupils with more serious medical conditions. This plan is completed by the Senior Teaching Assistant with the parent/guardian. Copies of the plan are kept in the classroom, medical room and on the child's record. Plans are updated annually or as required by the Senior Teaching Assistant.

Medical Facilities

The school provides a medical room for treatment. The room is stocked with first aid equipment and any life saving medication that children require to be kept on school premises (inhalers/epipens).

It is the Senior Teaching Assistants job to ensure that the medical room remains fully stocked. In the event of the Senior Teaching Assistant being absent from school Mrs Winterberg will assume responsibility for this role.

Hygiene/Infection Control

Basic hygiene procedures must be followed by staff. Single use disposable gloves must be worn when treatment involves blood or other bodily fluids and disposed of with used dressings in the yellow medical waste bin in the medical room.

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Treatment

All incidents, however minor are recorded in the first aid book that is kept in the medical room. The child's name, class, time of accident, details of the accident and any treatment given are all recorded. All head bumps and nose bleeds receive a pink note giving details of the injury/nose bleed. This note is passed to the class teacher and is sent home with the child at the end of the school day so that the parent/guardian is aware of the injury/nose bleed and what to expect and look out for.

Minor scrapes and cuts are cleaned with water and a plaster applied if it is thought necessary. Before applying plasters first aiders check the list of children who are not allowed plasters. A copy of the list is kept in the front of the first aid book in the medical room.

Head bumps are assessed and ice packs applied. If the head bump causes concern a telephone call is made to the parent/guardian giving details of the injury and asking the parent/guardian to come and collect the child. If the parent/guardian is unable to collect the child they are kept under close observation.

All first aiders will ask for a second opinion if they are at all unsure.

Accidents to staff are recorded in a separate first aid book kept in the medical room.

Calling the emergency services

For major incidents the first aider will make the decision as to whether or not to call the ambulance. A member of the administration staff or another member of staff will make the telephone call, giving details of the accident, whether the casualty is breathing and/or unconscious, the casualties name and age and the location of the school. The office staff will contact the parent/guardian/next of kin informing them of the accident. If the incident is life threatening the Head Teacher or Deputy Head will make the telephone call to the parents or guardians.

Once the call has been made a member of staff will open the gates and car park barrier and wait by the school gates to guide the emergency vehicle into the school grounds.

The first aider will give details to the ambulance crew and wait with the patient until the emergency has been dealt with. If the patient needs to be taken to hospital before the parent/guardian/next of kin arrives a member of staff will accompany them and stay with the patient at the hospital until they are able to get there.

After an incident has been dealt with the first aider must ensure that the area is cleaned properly, medical resources restocked and any paper work completed.

School trips

When going on a school trip the Teaching Assistant for that class must ensure that all children who may require medication are made known to the first aider. The first aider must ensure that all medication and first aid kits are taken on the trip. If travelling by coach a first aider must travel on each coach with the correct medication for the children on that coach.

For reception children, one of the first aiders must hold the early years first aid qualification. A list of children's names and contact numbers are kept to hand in case of emergencies off site.

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Administering medicines

As a school we do not administer medicines other than inhalers, epipens or other life saving medication. Please refer to the prospectus for further details.

Intimate and Personal Care Policy

All children have the right to safety, privacy and dignity and are entitled to respect and privacy at all times.

If a child has had a toileting accident, they are encouraged to act as independently as possible to undertake as much of their own personal care as possible. If the child is unable to successfully clean themselves, we will phone the parent/guardian to come and collect or clean their child. We believe that with the age group of children in our school that this level of intimate care is best provided by a parent.

Staff should ensure that whilst supervising a child who requires any form of intimate care that another adult is in the vicinity.

At the present time we do not have any child requiring intimate care on a regular basis.

We are awaiting the preparation of a West Sussex model policy on Intimate Care and will update our policy as appropriate.

Date to be reviewed May 2011

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A POLICY FOR DEALING WITH SPECIAL MEDICAL CONDITIONS

No child may bring medicines into school unless they are life saving.

A member of staff with first aid training will administer epi-pens and inhalers (or other life saving medicines). Parents will need to bring in and administer anti-biotics (and other routine medications) as required.

A Register is kept in the Medical room of all children with special medical conditions such as

asthma
diabetes
anaphylaxis (extreme allergies to nuts, wasp stings, etc) etc

The Business Manager is responsible for:

- maintaining the Register of special medical conditions
- maintaining in the same place information on these special medical conditions

The Senior Teaching Assistant is responsible for:

- responding to any emergency requirement arising from a special medical condition
- ensuring that any special equipment is maintained in a sterile and accessible manner, and stored close to (but not in) the First Aid Boxes

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POLICY FOR THE STORAGE AND USE OF SUBSTANCES HAZARDOUS TO HEALTH

The school must ensure that the Control of Substances Hazardous to Health (CoSSH) Regulations of 2002 are fully adhered to. A copy of the Regulations is displayed in the cleaning cupboard.

Certain substances which could be injurious to health are kept in the school for basic cleaning purposes. These substances, clearly labelled, are kept in cupboards which are not accessible to children.

Appropriate protective clothing must be worn when such substances are used, for example, rubber gloves.

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A POLICY FOR THE HANDLING OF CLINICAL WASTE MATERIALS

For the purpose of this policy document, clinical waste is defined as any body fluid/product which is accidentally spilled, that is, blood, vomit, sputum, faeces or urine, and any materials used in the cleaning up of such spills.

The cleaning up of clinical waste on school premises should always be carried out on the understanding that all such waste is potentially infectious. This means that the same procedure should be applied regardless of who, staff or pupil, generates the body fluid.

The procedure is to clear up the fluid using a suitable absorbent medium, for example, sand, paper towels, etc, and then swab the affected area preferably using a hypochlorite bleach.

Persons handling/cleaning up clinical waste should

- always cover fresh cuts or wounds with a waterproof dressing before dealing with the incident
- wear waterproof gloves which can be re-used after immersion in hot soapy water, rinsing and drying
- remove splashes of blood or other body fluids on own skin by washing with plenty of soap and water (note: persons are advised not to scrub, since this might cause abrasions allowing germs into own bloodstream)

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POLICY FOR EDUCATIONAL VISITS

Trafalgar is a Rights Respecting school. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.

Introduction

Off-site visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching the children's learning experiences.

In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the health and safety of all pupils at all times. We seek to make our visits valuable to all pupils, and wherever possible to make them accessible to those with disabilities. The visits all take place within the school day.

All children have the right to relax and play, and to join a wide range of activities – Article 31.

Aims and Objectives

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our children
- provide a wider range of experiences for our children than could be provided on the school site alone
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

Responsibility for Off-Site Visits

West Sussex County Council is responsible for the health, safety and welfare of all their employees and volunteers involved in approved activities. This responsibility, made under the Health and Safety at Work Act 1974, extends to employees working off-site.

The Headteacher is required to ensure that the agreed County procedures are fully and properly implemented each and every time a group of pupils leave the premises.

The Governing Body should be satisfied that the activity will be effectively organized and supervised and is, in all circumstances appropriate.

The named Educational Visits Co-ordinator (EVC) will be involved in the planning and management of off-site visits - see role responsibilities below.

Year group Team Leaders are responsible for the writing of risk assessments and documenting appropriate safety measures.

Enshrined within the terms and conditions of employment of all teaching staff is the requirement for a duty of care to be demonstrated to all pupils.

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The Educational Visits Co-ordinator Role is to:

- liaise with the LA to ensure visits meet the risk assessed requirements
- support the Headteacher and Governors with the approval of visits
- know the procedures for approving school visits, financial accounting, making contact with external providers and keeping parents informed
- make sure CRB disclosures are in place where necessary
- ensure adequate risk assessments have been completed and appropriate safety measures are in place
- ensure liaison with parents / guardians and obtaining consent are effective
- ensure an Emergency Contact has been nominated and details of the group and their parents will be available to that person
- keep records of visits including reports of incidents and 'near incidents'. Review systems and monitor practice.

Staff arranging or otherwise involved in off-site activities must familiarise themselves with the regulations, advice and procedures published by the LA. All off-site activities must take place in accordance with the LA's instructions. These can be found on the Educational Visits Online Virtual Environment (EVOLVE) website – www.westsussexvisits.org.

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the Headteacher before any commitment is made on behalf of the school.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents / guardians to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

Risk Assessment

A comprehensive risk assessment is carried out by a Team Leader before the proposed visit. It will assess the risks which might be encountered on the visits, and will indicate measures to prevent or reduce them. Risk Assessments need to be shared with the EVC and Headteacher for approval.

The risk assessment should be based on the following considerations;

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the teaching staff involved put the safety measures in place?
- What steps will be taken in an emergency?

Children need to be involved in making the risk assessment e.g. *What are the risks? What would you do if....?*

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Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school. The Team Leader should discuss with the Headteacher the possibility of excluding that child from the activity.

A risk assessment must also cover transport to and from the venue. The coach company we use on a regular basis has provided us with a letter detailing all the health and safety measures it routinely takes, including:

- the provision and required use of seat belts;
- vetting of the driver by the police;
- insurance for the driver;
- details of first aid and emergency equipment;
- vehicle maintenance;
- office contact details.

A copy of this letter is kept in the school office and in the EVC's file.

It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating on the visit.

It is school policy for staff not to transport children in private cars.

All completed risk assessments are currently kept in the EVC's file and in the school office. As a whole school, we are learning about and developing our use of the new EVOLVE website in order for risk assessments to be produced online and so that all teachers have access to them and supporting documentation for educational visits.

On completion of a visit the Team Leader must complete an evaluation and review. This can be recorded in the final column of the original risk assessment or on the Visits / Visitor Evaluation Form – Appendix C.

Use of Outside Agencies

When an activity involves the use of the resources or expertise of an establishment or organization other than that of the school, the Team Leader must establish that the agency involved is competent and any establishment safe. Information about possible establishments that may be used can be found on the EVOLVE website.

Supervision

Guidelines state the overall ratios must not exceed the following minimum levels:

Reception

One adult for every 4 children

Years 1-2

One adult for every 6 children

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In situations where it is proposed that the children, relatives or close friends of staff will be with a school group on an off-site activity, then there is a risk that conflict of roles may occur. Participation of any of these adults needs to be considered carefully and acceptable.

All adults involved in the off-site activity need to be fully briefed as to the purpose of the visit, their responsibilities, the level of supervision required, standards of behaviour expected and made aware of any potential hazards. They must be made aware of the emergency procedures and provided with an emergency telephone number. This will normally be the school telephone number.

Pre-Visits

Staff planning an off-site activity need to make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip and the facilities available. The sites suitability should be assessed with regard to the age and any particular needs of the children. Staff will need to consider the venues own approach to security and health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted. Even when the visit is made regularly, risks should be assessed to take into account any changes to the proposed site visit or group of pupils you intend to take.

Communication with Parents / Guardians

Letters are sent to all parents / guardians when children are to leave the school premises for off-site visits (except for local, routine off-site visits e.g. visits to local features, visits to the local library, where a separate generic consent form is completed on entry to school).

Parents need to be made fully aware of the nature of the visit and the activities to be undertaken and must give written consent. The Team Leader will take the permission forms and any medical information with them on the visit.

In certain circumstances parents may wish to exercise their right to refuse to allow their child to take part in the visit. Under such circumstances, every effort will be made to make alternative arrangements to ensure that the Early Years Foundation Stage or National Curriculum work that was being developed during the visit is made available in another form. The refusal of the parent to allow the child to take part in an off-site activity does not offer the opportunity for a day off.

First Aid

An off-site visit must include a trained appointed person. Portable first aid kits are taken on all off-site visits which are checked prior to the visit.

Costing / Insurance

The costing of all off-site visits should include any of the following that apply:

- transport
- entrance fees
- insurance
- provision of any special resources or equipment
- costs related to adult helpers

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For all off-site visits (except of the local area) school insurance is taken out with Zurich. The cost of the insurance is built into the cost of the visit. Parents / Guardians may be asked to make a voluntary contribution.

Emergency Procedures

A named point of contact at school should be established prior to the visit. Along with the Team Leader they must keep readily available details of the names, addresses and telephone numbers of parents or guardians of all the participants (including staff), together with any medical information, for use in an emergency. In case of an emergency a mobile telephone is taken on any off-site activity by the Team Leader.

The procedures for Emergency Planning **must** be followed. Therefore, each activity Leader **must** carry the schools Emergency Plan with them. A Major Emergency is defined as being when a West Sussex school has suffered serious or life threatening injury or fatality or is reported missing or in peril.

See Emergency Plan.

Supporting Documents

WSCC Planning Checklist for off-Site Visits – Appendix A

Risk Assessment and Risk Management proforma – Appendix B

Visit / Visitor Evaluation form – Appendix C

Emergency Plan – Appendix D

Reviewed Spring 2010.

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POLICY FOR DISCIPLINE AND BEHAVIOUR

Trafalgar is a Rights Respecting School. We refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.

Good behaviour and discipline is a collective responsibility. All members of staff are committed to maintaining it throughout the school, both inside the building and outside at play. Our philosophy clearly establishes that all forms of anti-social behaviour, including vandalism, bullying and disruption, are not acceptable. Our aim is to create an environment in which we live and work harmoniously, respecting one another and caring for our surroundings.

Article 28 – “...Discipline in schools should respect children’s human dignity”.

In order to achieve this aim we will:

- provide clear boundaries within which children can work and play
- encourage and praise good behaviour
- be consistent and fair in our response to unacceptable behaviour
- help children to develop self-discipline
- encourage children to respect others and be sensitive to their needs
- expect children to be courteous and polite
- teach the importance of saying and meaning ‘sorry’ and of forgiving one another
- encourage children to be proud of their school and their good behaviour
- be mindful of the children who always behave themselves and ensure they are acknowledged as excellent role models.

Pupils know what is expected of them in terms of following the rules of the school. These are expressed as positive statements and are designed to encourage good behaviour and considerate actions, namely

- be obedient
- be kind to and thoughtful of others
- be polite
- keep yourself and others safe

These are reflected in our classroom, playground and garden charters.

Where children misbehave, behaviour is dealt with as soon as possible. Children will

- be asked to explain their behaviour truthfully
- be reminded of their roles and responsibilities
- be disciplined as appropriate (see remarks below)
- be encouraged to apologise or put right the wrong that they have done
- be praised for some appropriate behaviour as soon as possible thereafter

On rare occasions where a child needs physical restraint in order to protect themselves or other children and staff, this will be managed by a trained member of staff who has undertaken positive behaviour management.

Staff are aware of the school’s policy relating to discipline, and of the distinction between major and minor breaches. A range of rewards and privileges positively reinforces good behaviour. In each Reception and Key Stage One classroom, there are two separate pegboards - one for rewards and one for sanctions. Rewards and sanctions could be applied at the same time if the situation lends itself.

Each child has two named pegs; one peg is for reinforcement of reward and positive behaviour. The pegboard for good behaviour of the week accumulates between Monday and Friday. In Reception there are four reward stages. These are: Well Done, Choose a Sticker, Visit another Reception Teacher, Visit the Head teacher. In Key Stage One

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there are five reward stages. These are: Well Done, Choose a sticker, Wear a Star Badge, Visit the Head Teacher and Letter Home.

The second peg is for the sanction against negative behaviour. In Reception there are four sanction stages. These are: Verbal warning, Sad Face, Time Out, Visit the Head teacher. In Key Stage One there are five sanction stages. These are: Verbal Warning, Sad Face, Time Out, Go to the Head teacher and Letter Home. The pegboard for negative behaviour allows a fresh start each day, to ensure the opportunity to turn over a new leaf.

The Red Triangle System

In the event of a child losing control and becoming a danger or liability the school implements a Red Triangle system. Each classroom has a red triangle with the class name on, which can be used by any member of staff if they require urgent assistance. This should be placed in a prominent position so that it can be easily accessed by children and staff. Each class teacher must ensure that children are made aware of the Red Triangle, its location and its purpose when they move to their new classroom in September. The member of staff involved in the situation will ask a child to take the Red Triangle to another member of staff or the school office. All staff must be vigilant at all times and, if possible, should go immediately to the correct classroom to assist when a Red Triangle is displayed. If the member of staff is unable to attend the incident personally, they must support the child in finding a member of staff who is available.

In all classes there is a 'Table of the Week' bear. The bear is awarded to the 'best' table and the system to identify this is at the teacher's discretion.

Efforts are always made to look for the positive aspects of a child's behaviour, and rewards far outweigh sanctions. Because of the strong, carefully nurtured home-school links and the Home-School Agreement, parents share in the responsibility for any instance of unacceptable behaviour. Hence, a disciplinary problem could generally be handled by:

- requiring the child to miss some of the playtime
- withdrawal of privileges
- rebuke from the Headteacher
- Parental involvement.

In the event of a serious incident, which cannot be effectively dealt with at school, even after consulting with parents, expert advice would be sought from the Educational Support Services. If necessary, in extreme circumstances and after full consultation with the Governors, powers under the relevant Education Act could be invoked, resulting in temporary or permanent exclusion.

Article 3 – "All organisations concerned with children should work towards what is best for each child".

Assembly Responsibilities

There is a weekly celebration assembly where good work and excellent behaviour is identified and celebrated. The Headteacher also awards a 'Wise Monkey' to one member of each class, who has been identified by the class teacher or a TA, for taking the initiative and making a positive difference to the class or the school. There is a large soft toy gorilla called Mungo. This gorilla is given to a class for the day at the end of assembly. They are chosen because they have made the best attempt to sit well, listen well and engage with the assembly theme. The aim is for the children to have consistent expectations to refer to, regardless of who is taking assembly, namely

- Walk into and out of assembly, quietly and sensibly
- Put up your hand to ask or answer a question, engage with the assembly theme
- Sit quietly and smartly in order to listen and reflect
- Focus on the candle flame for reflection time
- Join in with the singing.

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Classroom Charters

In order to involve the children in the process, these will be led by individual teachers in collaboration with children at the beginning of each school year; they will include key ideas such as:

- Move sensibly in the classroom
- Put up your hand to ask or answer a question
- Be kind, polite and respectful to adults and children
- Keep your classroom neat and tidy
- Do your best at all times
- Remember that every child has a right to learn, to be safe and to enjoy coming to school.

School Charters

These are very similar to classroom responsibilities, namely

- Move sensibly inside the school and outside
- Be polite and respectful to adults and children
- Look after and be proud of your school
- Handle resources with care and respect

A Playground and garden Charter have been agreed by the whole school and are displayed in a dominant position.

This Policy was revised December 2009

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A POLICY AGAINST BULLYING

Trafalgar is a rights respecting school. We refer to the UN Convention on the Rights of the Children (UNCRC) throughout this policy.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn and play in a relaxed and secure atmosphere. We achieve this by having in place an anti-bullying policy and monitoring it.

Bullying of any kind is unacceptable at our school and will not be tolerated. We take all incidents of bullying seriously. Bullying hurts. No one deserves to be a victim of bullying.

We acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell, knowing that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to let someone know so that the bullying will stop.

All organisations concerned with children, for example, schools and the health service, should work towards what is best for each child. Article 3.

Aims and Objectives

- To ensure that the whole school community understands what is meant by bullying.
- To ensure all governors, teaching and non-teaching staff know what the school policy is on bullying, and consistently follow it when bullying is reported.
- To ensure all pupils and parents / guardians know what the school policy is on anti-bullying and what they can do if bullying occurs.
- To reduce and eradicate wherever possible, instances in which pupils are subject to bullying in any form.
- To fulfil our aim of creating a caring, friendly and safe environment.
- To encourage the whole school community to share these values and turn them into action.

Links to other Policies

- Discipline and Behaviour policy
- PSHE and Citizenship policy
- Relationship policy
- Health and Safety policy
- Fairness and Dignity at Work policy
- Complaints Procedures policy
- Whistle blowing policy

Consultation

The consultation process for the Anti-Bullying Policy has involved:

- **Parents** – the policy was put onto the Trafalgar School website and parents were given a period of one week to contact the school if they wished to discuss the policy and its contents.
- **Pupils** – children's responses to a questionnaire and discussions within Circle Times regarding bullying behaviours and the curriculum content were collected.
- **Staff** – staff responses to an environmental questionnaire were collected and there was consultation on the draft policy.
- **School Governors** – a focus group was involved in developing and writing the policy.

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What is bullying?

Bullying is the use of aggressive behaviour, name-calling or intimidation with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching, biting, spitting or any use of violence
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality or perceived sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as e-mail and internet chat room misuse.
Mobile threats by text messaging and calls
Misuse of associated technology, i.e. camera and video facilities.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is **not** the odd occasion of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name-calling or prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. However, if a child believes they have been bullied, we will take this seriously and respond accordingly.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the hall, in the playground. Bullying may also happen on the way to and from school.

To a child bullying is:

- Deliberately hurtful
- Repeated
- Difficult to counteract by the victim
- Different from random acts
- Characterised by an 'imbalance of power' e.g. a more powerful person or persons intentionally hurting a less powerful person or persons.

Bullies and Victims

A child who 'bullies' may not be a 'bad' person, but the behaviours that they exhibit are not acceptable. This understanding is fundamental to this policy.

A bully usually exhibits one or more of these characteristics:

- Being uncaring and lacking in empathy
- Aggressive, easily resorting to violence
- Poor communication and co-operative skills

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- Insecure, possibly due to problems at home or at school
- A need to gain control or power
- Lies and being deceitful
- The need to impress and gain attention
- A poor sense of responsibility

A child may display 'bullying' behaviour if:

- They feel that they do not fit in
- They need to be seen as tough
- They think that it is okay to hurt others
- They have witnessed bullying behaviour out of school, (TV / DVD, computer games are also influential in some children behaviours as are older siblings, children and adults who live at home or visit)
- If they have low self esteem or are jealous of another
- They have been / are being bullied themselves
- If they have a diagnosed condition such as ADHD.

Bullying by members of staff

Staff must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff. Forms of bullying by staff may include:

- Teasing pupils about physical features or characteristics that they have little or no control over
- Inappropriate displays of bad temper
- Ridiculing the work of a pupil in front of others
- Showing inconsistency in the way punishments or rewards are applied
- Physically intimidating pupils
- Insulting other members of staff
- Belittling the actions or work of other members of staff
- Criticising colleagues in ways that are not constructive, or are unnecessarily personal

Staff must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff, who feels he/she is being bullied, should initially raise the matter with his/her line manager. If the problem persists, he/she should seek help and advice via the Headteacher or the Chair of Governors and their union.

No child should be punished in a way that humiliates or hurts them. Article 37.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. People who are bullying need to learn different ways of behaving.

Nobody can do anything to your body that you do not want them to do, and grown ups should protect you. Article 34.

Signs and Symptoms

Pupils will be more likely to inform of incidents of bullying, both in and out of school, if there is an active anti-bullying policy. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

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- Is frightened of walking to or from school
- Is unwilling to go to school
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do less well in school
- Comes home with clothes torn
- Has possessions which are damaged or 'go missing'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home
- Wets the bed

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

Procedures

What can you do if you are being bullied?

Wherever you are in school, you have the right to feel safe and happy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset
- Be assertive
- Stay in a group, bullies usually pick on individuals
- Get away as quickly as you can
- Tell someone you can trust
- When you tell an adult about the bullying give them as many facts as you can
- Never be afraid to do something about it and quickly
- Don't blame yourself for what is happening

What can you do if you see someone else being bullied?

- Tell a member of staff as soon as you can.
- Don't smile and laugh at the situation.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- Shout for help.
- Encourage the person to talk to someone and get help.
- Be a friend to the person who has been bullied, ask them to play with you.

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Guidance for Parents

Parents who have concerns will be listened to carefully and their concerns will be sensitively investigated. Parents who request it will also be given copies of the schools Discipline and Behaviour and Anti-Bullying policies and procedures.

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher
2. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
3. Bullies will be encouraged and supported in changing their behaviour
4. In cases of serious and ongoing bullying, staff will record the incidents and the Headteacher will be notified. He/she may involve the governors, the Inclusion Manager, class teacher and other agencies if necessary
5. Parents will be informed and asked to come in to a meeting to discuss the problem
6. If necessary and appropriate, police will be consulted
7. Attempts will be made to help the bully (bullies) change their behaviour.

Never attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.

Never encourage your child to be a 'bully' back.

Both of these will only make the problem much harder to solve.

Parents should help children learn what is right and wrong. Article 14.

Outcomes

1. All known / reported incidents of bullying will be investigated by the class teacher and / or by a senior member of staff.
2. Parents of the victim may also be questioned about the incident or about their general concerns.
3. The bully (bullies) will be asked to genuinely apologise. Other consequences will take place in line with our Discipline and Behaviour policy and parents will be informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying i.e. police, counsellor, behavioural Support Team etc.
5. Exclusion may be considered.
6. If possible, the pupils will be reconciled.
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Agreed Procedures

Initial Staff Reaction

1. Remain calm, you are in charge.
2. Take the report or incident seriously.
3. Take action as quickly as possible.
4. Decide whether to tackle it publicly or privately, on the appropriate course of action and who else should be involved.
5. Ascertain who is involved.
6. Reassure the victim (s) that you will help.
7. Make sure that the incident is logged appropriately; record the names, type of incident, date and your response. (See appendix for school pro-forma)

POLICY FOR HEALTH & SAFETY

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Prevention

At Trafalgar Community Infant School we use a variety of strategies for helping children to prevent bullying through whole school assemblies, class and school council meetings, Circle Time, PSHCE lessons and SEAL. Children are also consulted through in-school questionnaires. All staff promptly respond to the results of these questionnaires.

The ethos and working philosophy of Trafalgar Community Infant School means that all staff actively encourage children to have respect for each other and for other peoples property. Respectful and responsible behaviour is regularly acknowledged and rewarded.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- Contributing towards playground and class charters
- Writing stories or poems or drawing pictures about bullying.
- Listening and responding to stories about bullying
- Using drama activities and role-play to help children be more assertive and teach them strategies to help them deal with bullying situations
- Having discussions about bullying and why it matters that bullies are dealt with quickly
- Participating in National Anti-Bullying week each year
- Playground pals
- Participating in activities from the SEAL resources

If children feel that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your school council rep
- Tell a teacher or adult whom you feel you can trust
- Go to the friendship stop
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your Circle Time
- Tell the Headteacher

Parents can play a vital role by: -

- Stressing to their children the importance of sociable behaviour
- Reporting any misgivings they have concerning bullying
- Actively endorsing and supporting the Anti-Bullying policy

Dissemination of the sentiments in this policy will be communicated

- Through assembly themes
- Through the school website
- Via Newsletters
- Through the curriculum
- Through governing body meetings
- Through class / school council meetings
- At playtimes and lunchtimes by the Teaching Assistants
- By parents and guardians

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Training and Support for Staff

All staff will be made aware of the schools Discipline and Behaviour and Anti-Bullying policies and procedures as part of their general induction to the school. Instances of bullying or suspected bullying will be discussed during year group weekly PPA sessions and at weekly staff meetings where applicable. Staff will be informed, consulted and given guidance from the Senior Leadership Team and the Inclusion Manager in respect of particular problems and / or school policy.

Monitoring and Review

The implementation of this policy is the responsibility of the Healthy Schools Task Group, which will consider aspects of anti-bullying as part of developments within school. Progress with the anti-bullying aspects of the National Healthy Schools programme will be monitored as part of our yearly school improvement meetings and plans.

It is the responsibility of the Cross Phase Team responsible for PSHCE to monitor the curriculum in relation to anti-bullying.

It is the responsibility of the Healthy Schools team to monitor the Anti-Bullying policy.

It is the responsibility of all teaching staff to ensure delivery of this policy.

The policy will be reviewed every two years to ensure that it remains responsive to the changing needs of the school community whilst continuing to protect the pupils from bullying.

Healthy Schools Task Group: April 2009

To be Reviewed: April 2011

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POLICY IN THE EVENT OF A DRUG RELATED INCIDENT

Aim

At Trafalgar Community Infant School we provide pupils with the knowledge, understanding and skills that enable them to make informed choices that lead to a safe and healthy lifestyle. We ensure that the children understand the value of drugs as medicines, the dangers associated with substances and are aware of the safety issues surrounding the correct use of medicines and who can administer them.

Objectives

- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- To encourage and enable pupils to appreciate the benefits of a safe and healthy lifestyle.
- To encourage the pupils to become more self-confident so that they are able to make sensible and informed choices.
- To monitor, evaluate and review learning outcomes for pupils through PSHCE and Science.
- To ensure that all members of the school community know and understand the expectations of the policy regarding drug incidents.
- To ensure that everybody understands how drug incidents will be managed in the school.

Related Policies

This policy should be read in conjunction with the following policies: -

- Personal, Social, Health Education and Citizenship
- Science
- Health and Safety
- Non-Smoking
- Child Protection

These can be found as hard copies in the Headteacher's office or in teachers / classroom files.

Consultation

The consultation process for the Drug and Related Incidents policy has involved:

- **Parents / Guardians** – the policy was put onto the Trafalgar School website and parents were given a period of two weeks to contact the school if they wished to discuss the policy and its contents.
- **Pupils** – children's awareness was assessed through teacher led focus group discussions.
- **Staff** – a focus group was involved in developing and writing the policy. All staff were consulted on the draft policy.
- **The wider school community** – the Healthy School Task Group worked with a Healthy School's adviser and the school nurse was consulted.
- **School Governors** – a focus group was involved in developing and writing the policy.

This policy is in line with 'Drugs Guidance for Schools' DfES (2004) and 'Drugs, Alcohol and Tobacco Curriculum Guidance for Schools' QCA (2003) as well as the National Healthy Schools Programme, of which the school is part.

What is a drug?

A drug is a substance, taken into the body, which alters the way in which the body functions either physically, emotionally or mentally. It can also alter behaviour.

The words 'drugs' and 'substances' are used interchangeably and encompass:

- Legally available drugs such as alcohol, tobacco, caffeine and solvents.
- Over-the-counter and prescription medicines such as tranquillisers and painkillers.
- Illegal drugs such as cannabis, ecstasy and heroin.

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Curriculum

Drug education is delivered in a clear, concise and consistent manner as part of the Science and PSHCE curriculum. It has been planned to provide our children with appropriate knowledge, attitudes, values and skills so that they will be able to make informed decisions about drugs.

Following government guidelines our Drugs Education programme runs from the Early Years, initially covering medicines, i.e. who keeps the children safe and who looks after them. The children are taught to respect themselves and others. In Key Stage 1 the children are also taught about the role of drugs as medicines.

Early Years Foundation Stage children should be able to:

1. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
2. Understand what is right, what is wrong and why.
3. Ask questions about why things happen and how things work.
4. Explain own knowledge and understanding and ask appropriate questions of others.

Key Stage 1 pupils should know:

1. How to make simple choices that improve my health and well-being.
2. That all household products including medicines can be harmful if not used properly.
3. How to talk about/discuss the importance of avoiding smoking and the abuse of alcohol and other drugs. (Year 3)

Drugs Education will be taught through

- Whole school elements e.g. assemblies, visiting speakers such as the school nurse, school and class councils
- PSHCE lessons – these are timetabled
- Circle Time – this takes place sometimes as part of PSHCE lessons and sometimes as separate sessions
- Cross-curricular opportunities e.g. Science.

Related resources and materials used to assist us in delivering Drugs Education can be found in the central resources room and in the school library. They are selected on the basis of suitability, the age of the pupils and the values laid out in this policy.

Partnership with Parents / Guardians

We ensure that parents / guardians are made aware of the school's approach to and rationale for Drug Education. We will inform parents / guardian's about best practice with regard to current Drugs Education so that they may support the key teaching points being given to the pupils in the school.

Management of Medicines

It is the school's policy that there will be a member of the Teaching Assistant team with first aid training on the premises at all times during school hours and first aid boxes, stocked in accordance with statutory requirements, are regularly checked and maintained in the Medical Room.

School Administered medication (Regular)

We do not administer medicines other than inhalers or epipens or life saving medication. The school maintains a register of all children with special medical conditions such as asthma, diabetes, anaphylaxis and epilepsy. It is the parent's / guardian's responsibility to ensure the school is aware of any such problems and of any changes to the conditions. Parents / guardians may be asked to enter into a 'care plan' to support the child and school. The register is updated at the start of each academic year, and each class teacher has a copy which is available to all adults in that classroom. Care plans are displayed in a prominent place in the staffroom, a copy in the medical room and in a file in the office. Medication is kept in a secure cupboard in the Medical Room in alphabetically ordered boxes for

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ease of access. It is the parent's / guardian's responsibility to ensure all medication that is kept in school is kept up to date.

Parent Administered medication

If a child needs medicine, parents / guardians are asked to bring the medicine to school and administer it at the correct time. This also applies to over the counter medicines. We recognise that many prescribed medicines are administered 3 times a day and the recommendation is before school, after school and at bedtime.

Smoking

We recognise that smoking is for many people a part of their lifestyle and culture. Our Non-Smoking policy seeks to reinforce that smoking is not part of a healthy lifestyle. We have a smoking free site. Smoking by staff, helpers, pupils, parents, visitors and contractors is not acceptable on the school site. When the school is responsible for the health and safety of pupils (school trips) this also applies. All meetings, both formal and informal and social occasions held in school will be smoke free. We promote this message through the use of signs, induction materials and other school information.

A record of any breaches will be kept and will be dealt with at the discretion of the Head teacher.

Managing Drug Related Incidents

A drug related incident is defined at Trafalgar as any person on the premises, be it pupil, parent, carer, member of staff or visitor who is under the influence or in possession of intoxicating substances. It may also refer to incidents out of school, which directly affect our children and their immediate families. In any case of an incident involving drugs, the schools priority is the health and safety of the pupils and staff.

Drug incidents may include: -

- Drugs or associated paraphernalia found on school premises
- A pupil demonstrates, perhaps through actions or play, an inappropriate level of knowledge for their age.
- A parent / guardian is thought to be under the influence of drugs.
- A staff member is thought to be under the influence of drugs.

Safety within school and school premises

- The School Premises Officer checks the grounds regularly.
- All staff are constantly vigilant and are aware of safety issues.

If substances are found on the premises

- If a suspicious substance is found and it is thought to be illegal, then it should be treated as such.
- Place substance in sealed envelope with description, location and date (e.g. one white tablet found in car park) then sign the envelope in the presence of a witness and place it in a secure location.
- Make a record of action taken.
- Inform appropriate authorities.

If someone reports finding a syringe

- *Ask informer to show where or give exact location.*
- *Cover syringe with a bucket and cordon off area. Report to a member of the Senior Leadership Team who will inform appropriate authorities.*

Pupils demonstrating an inappropriate level of knowledge about drugs

- *Staff to make a record of concern.*
- *Report observation to the Head teacher / Senior Leadership Team to deal with appropriately e.g. contact the Local Authority, Health and Safety and / or Legal Department or Locality Link Officer.*

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Any adult under the influence of a drug on the school site

In the event of an adult arriving at school under the influence of a drug, the Head teacher /Senior Leadership Team must be informed immediately. It will be his / her responsibility to make a record of the incident and to make a decision whether to report it to the police. Although the Head teacher has overall responsibility for the assessment of any drug related incident, there may be incidents where other adults in the school will have to make their own professional judgement based on the following questions:

- Are the children in immediate danger?
- What risk is there to the children?
- What risk is there to others? (Including staff)
- Is the adult fit to go home?

Responding to information received concerning substance misuse

- Report only facts, not opinions, observations etc.
- Make a record of the facts making sure they are not based on opinion.
- Report to a member of the Senior Leadership Team to deal with appropriately.
- Reports will be placed in the appropriate file in the Head teachers office with a copy in the child's personal records.

Alcohol

Alcohol is not permitted on school premises unless permission is given for a special school event. The arrangements for storage and use must be agreed and adhered to.

See appendix for National External Agencies to support Drugs and related incidents in our school.

Staff Support and Training

All school staff and governors will have access to opportunities for Continual Professional Development (CPD) to support the implementation of this policy. A record of this training and support is kept in the Healthy Schools Task Group minute book.

Role of the Governors

Governors monitor and check that the school policy is upheld.

Monitoring and Review

The implementation of this policy is the responsibility of the Healthy Schools Task Group, which will consider aspects of Drug Education as part of developments within the school. Aspects of this policy will be monitored as part of the National Healthy Schools programme.

It is the responsibility of the Cross Phase Teams responsible for PSHCE and Science to monitor the curriculum in relation to drug education.

It is the responsibility of all staff to ensure delivery of this policy.

Policy completed March 2009

Policy to be reviewed March 2011

Healthy Schools Team

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POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

The school's policy on the use of force to control or restrain pupils, contained in 'Policies for Pupils, Number 28, is based on the model policy produced by West Sussex Education Authority in consultation with representatives of the teachers' associations, Headteachers' executives and UNISON and in liaison with West Sussex Social Services and Sussex Police. It is based on advice contained in the DfEE circular 10/98 'The Use of Force to Control or Restrain Pupils'. Section 550A of the Education Act 1996 clarifies the powers of teachers, and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils causing personal injury or damage to property, committing a crime, or causing serious disruption.

Section 550A does not in any way authorise the use of corporal punishment. The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain, injury or humiliation. That ban applies in all circumstances and has done so since 1987.

We recognise that the welfare of the child is paramount and the right of every pupil to be protected from harm, and we seek to protect all pupils from any form of physical intervention which is unnecessary, inappropriate, excessive or unlawful.

However, it is also recognised that on occasions and as a last resort, situations may arise where, in order to ensure the welfare and protection of children or other adults, staff may need to use physical restraint. Staff using reasonable and appropriate physical force, in line with this guidance, will have the support of the LEA.

The provision in Section 550A of the Education Act 1996 applies when a teacher, or other authorised person, is on the school premises or when he/she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or authorised out of school activity. The Act allows all teachers at a school to use reasonable force to control or restrain pupils. Other members of staff who have control or charge of pupils are permitted to use reasonable force to control or restrain a pupil, provided that they are specifically authorised to do so by the Headteacher and that they have signed the 'Register of Non Teaching Staff Authorised to Use Force to Control or Restrain Pupils' (see 'Pupils Policy' No 28)

It is the Headteacher's responsibility to ensure that members of staff are aware of, and properly understand what the authorisation entails and that they receive appropriate guidance and training. All members of staff who may have to intervene physically with pupils must understand the options and strategies open to them and must be aware of the contents of the full policy on the use of force to control pupils which examines the idea of 'reasonable and unreasonable force', discusses the circumstances where physical restraint might be appropriate and defines the procedures to be followed.

Staff members should only intervene where they feel it is safe to do so. Personal safety is always more important than property.

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POLICY FOR CONTROLLING LITTER

Trafalgar Community Infant School is fortunate in having quite extensive playgrounds and grassy areas and use these grounds as a learning resource.

Our children are keenly aware of the importance of the environment. Developing their sense of ownership through the medium of the curriculum and the school grounds will lead, we hope, to a desire to maintain it and nurture it in future years. They enjoy and benefit from their surroundings, which can be used for play, for social interaction, or as a classroom, and because they value these benefits they appreciate the need for the imposition of strategies in order to maintain the area, thus:

- they follow the rule that all litter must be placed in bins, which are emptied daily by the cleaning contractors and the Premises Officer. We operate a system for recycling all paper and card.
- the Premises Officer has the responsibility of removing litter from the front of the school building and from the grounds
- as children are brought in from play, the duty teacher ensures that any loose litter is collected by the children and put in the rubbish bins

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POLICY ON PACKED LUNCHES AND HEALTHY EATING

Trafalgar Community Infant School's policy is

- to increase the awareness amongst teachers, parents/guardians and children of the dangers associated with unsafe food preparation and storage
- to facilitate a better understanding of the benefits of temperature control and safe storage methods
- to highlight the importance of chilled and insulated containers for packed lunches
- to encourage packed lunches to be to a high nutritional standard in accordance with the Healthy Schools Initiative

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POLICY ON ELECTRICAL SAFETY

Good practice for ensuring safety from electrical fittings and equipment includes:

- extension leads and portable equipment must be carefully sited, to avoid trailing leads being an obstacle to adults or children
- all plugs and cables must be routinely checked for loose connections and faults
 - daily by the class teacher
 - annually by a LA approved electrician
- any electrical fault must be notified to the Headteacher immediately

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POLICY FOR CONTRACTORS WORKING ON SITE

Contractors working on the school site, either inside the building or outside, MUST

- report to the Business Manager before beginning work
- read and sign a copy of agreed conditions, which will be retained by the School Business Manager
- liaise with the Premises Officer about storing equipment
- liaise with the Headteacher or Business Manager before undertaking any work in or near places where the children are working or playing
- ensure that all equipment is out of the reach of the children
- ensure that ladders are secure and surrounded by safety barriers
- ensure that vehicles are only driven onto the school's premises under supervision

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POLICY FOR SECURITY

The Governing Body of this school recognises the need to ensure the safety of every pupil, every member of staff and every visitor to our school, the importance of protecting the school buildings and contents, and that it has certain legal duties under the Health and Safety at Work Act 1974 and subsequent relevant legislation. This policy will not only apply to those working on the school premises but to those engaged in off site activities, sporting events and home visits.

SCHOOL PROCEDURES

VISITOR/ACCESS CONTROL

- Access into the school building via the main access points will be controlled and supervised by the Main Reception / admin staff.
- A register / record of all visitors to the school will be maintained (with the exception of the peak am / pm reception and collection periods). All visitors should wear an official visitors identification badge.
- The School Secretary will be responsible for implementing these arrangements.

INTERVIEW PROCEDURES

- Consideration must be given to the risk posed during interviews with parents/next of kin.
- Any interviews where there is a significant potential for conflict (physical or verbal) must be carried out in the office next to main reception and be made by appointment only. In such cases two members of staff should be present.

LONE WORKING

- All staff working alone late or at weekends must take appropriate measures to ensure their safety. Remember not to challenge unless safe to do so.

CONSULTATION WITH STAFF,PUPILS AND PARENTS

- Any members of staff, pupils or parents who have concerns with respect to security are encouraged to contact the school to pass on and/or discuss these issues. Confidentiality will be assured in such matters. Any significant findings will be further discussed with Governors at the appropriate committee meeting.

INCIDENT REPORTING/RECORDING

- To gauge the effectiveness of security arrangements and to assist the monitoring and review processes, all incidents relating to the security of school premises and violence to persons will be noted in the Incident Log held in the Headteachers office.
- Any significant breaches of security/violent incidents must be reported to the Headteacher/Governing body and acted upon.
- The Headteacher will monitor the contents of the security incident log as appropriate.

SIGNAGE

- Clear and unambiguous signs will be placed at appropriate locations to indicate, WSCC property, visitor car parking, direction to main reception, restricted access points and staff only areas.

POLICY FOR HEALTH & SAFETY

RISK ASSESSMENT

- Risk assessments will be undertaken to identify any hazards and the appropriate control measures required.
- These assessments will be reviewed at least once a year or upon significant change of circumstances.
- The Headteacher will be responsible for co-ordinating the overall risk assessments.

STAFF INDUCTION

- All members of staff whether permanent or temporary will be briefed on the school's security and emergency arrangements, and any significant hazards present, as part of their induction and thereafter on a regular basis. The contents of this security policy will be brought to their attention. See Staff Induction Policy.

INFORMATION FOR PUPILS/PARENTS

- Good security will involve the commitment and co-operation of all persons who use the school site.
- Pupils and parents should feel part of this process. Pupils should be briefed regularly on the arrangements as they affect them by their class teacher.

TRAINING

- The Headteacher will be responsible for identifying and arranging any training requirements as indicated by risk assessment.
- Any staff will receive training in "recognition and diffusion of aggression techniques" and the correct procedures for challenging unknown/unauthorised visitors on site.

CASH HANDLING

- Cash handling routines and procedures should be strictly controlled
- The School Secretary is responsible for ensuring compliance with these procedures.

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A POLICY FOR FIRE PRECAUTIONS

FIRE PRECAUTIONS INCLUDE

A set of written regulations for emergency evacuation is maintained in each classroom, and in the staff room, the general office, the Headteacher's office, and at other chosen points elsewhere throughout the building. All members of staff must be familiar with these procedures

Emergency escape routes must be checked daily by the Premises Officer. The Premises Officer must check all fire extinguishers and test fire alarms weekly, and check and maintains all other fire-fighting equipment each half term, and must sign a register in the Headteacher's Office to that effect

The Horsham Fire Service is periodically requested to check all equipment, exits and procedures

The drill for an emergency evacuation is carried out each term by the Headteacher who will call the drill for a random time of the day, monitor and time the evacuation of the building, and maintain a Register of such fire drills in her office.

TO ENSURE SAFETY AND MINIMISE RISK FROM FIRE

Flammable material will not be stored where it could be subjected to heat, for example, in the boiler cupboard.

Glazing in doors will be kept free from notices, posters, etc. A clear and unimpeded view from classroom or office into the corridor can enable a member of staff to identify a potential hazard; moreover, in the event of an emergency evacuation, it is important to be able to see INTO a room.

All doors are kept closed if at all possible and wherever practicable.

All who use cooking equipment must be competent to do so, and must be aware of emergency procedures with fire blankets and so on.

It is illegal to smoke in the School Buildings and grounds. This must be observed at all times by all members of staff, including maintenance staff, and by all visiting parents and other members of the public.

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POLICY FOR FIRE DRILL AND EMERGENCY EVACUATION

Action to be taken in the event of a fire in school.

- In the event of a fire, you will hear the fire alarm in all areas of the school, including the huts.
- The children must be instructed to stand up in silence, tuck their chairs under and line up immediately. They must not cover their ears.
- All children must line up by their allocated fire door.
- There must be no running.
- If you are able to, please shut all doors near to you.
- Children in SKY and TURQUOISE must line up on the grass at the back of their classrooms, after they have evacuated the building.
- Children in NAVY must leave their classroom via the side door and proceed straight out into the playground and line up by the boundary wall opposite the huts.
- The Reception TA's or teachers must check the Reception toilets to see that no children are there.
- Those working in the INCLUSION ROOM must leave the building through the fire exit in Turquoise classroom. The adult in charge will then distribute the children back to their class lines in the playground.
- Children in the main building must leave via their fire doors and proceed onto the playground. Children in POPPY and LIME must line up by the boundary wall opposite the huts. Children in EMERALD and JADE must line up by the boundary wall opposite the main reception.
- Children in the HALL must leave through the nearest available fire exit as instructed by an adult. This should be through the door by Navy classroom or through the staff room.
- Children in the HUTS must leave through their fire exit doors and proceed onto the playground and line up by the boundary wall opposite the huts.
- Children in the GARDEN must listen to the instructions of the adult and leave through the most appropriate door. The adult in charge must collect the name cards, make a note of the number of children written on board and check they have the correct children before distributing them back to their class lines.
- Staff working in the MEETING ROOM must leave through the fire exit door and proceed to the area with Sky and Turquoise.
- Staff in the STAFF ROOM should leave through the fire exit door and proceed to the boundary wall across the playground.
- Staff in the school office and the Headteacher are responsible for calling the fire service unless they are injured in which case the nearest adult must take responsibility.
- The TA in each room should check the nearest toilets for any children before leaving the building.

POLICY FOR HEALTH & SAFETY

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- The school secretary is responsible for taking the 'Visitors Book' outside to ensure that all persons on the school site can be accounted for.
- The administrative team will bring the registers to the playground for each teacher.
- A register must be called for each class once the children are in line and an assertive confirmation of the correct number of children must be given to the Headteacher.
- If the register does not correspond with the number of children present, the adult in charge must inform the fire service immediately.
- On no account should anyone return to the building until it is designated safe to do so by the fire service.
- Children should remain outside the building in silence until further instructions are given.
- In the event of a fire making it impractical to follow normal procedures, use your discretion and common sense, remembering the safety of the children and adults is paramount.

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POLICY FOR RELATIONSHIP EDUCATION

This document was developed in response to the National Healthy Schools Programme and the Sex and Relationship Education Guidance DfES 2000. At Trafalgar Community Infant School this policy will be called 'Relationship Education'.

This policy should be read in conjunction with the following policies:-

- Personal, Social, Health Education and Citizenship
- Religious Education
- Health and Safety
- Confidentiality
- Child Protection

These can be found as hard copies in the school office or in teachers / classroom files.

The consultation process has involved:

- **Parents / Carers** - the policy was put onto the Trafalgar school website and parents / carers were given a period of one week to contact the school if they wished to discuss the policy and its content.
- **Pupils** - children's responses to pictures and words regarding feelings, relationships, people and the current curriculum content were collected
- **Staff** – a review of the Science and PSE curriculum content was carried out and staff were consulted on the draft policy.
- **The wider school community** – the school nurse and the school liaison officer were consulted.
- **School Governors** – a focus group was involved in developing and writing the policy.
- **Receiver school** – the Healthy Schools Co-ordinator met with the Assistant Head Teacher of Greenway Junior School to look at the programme/policy for Relationship Education.

What is Relationship Education?

Relationship Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the nature and importance of stable and loving relationships as key building blocks of community and society, understanding difference and respecting themselves and others, love and care and family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective relationship education is essential if young people are to make responsible and well informed decisions about their lives. It contributes to preparing pupils for the opportunities, responsibilities and experience of adult life.

A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Aims

The aim of Relationship Education is to provide appropriate information and address issues concerning physical, moral and emotional development within the context of our school. Our Relationship Education programme aims to prepare children for adult life in which they can:

- Be aware of the physical development of their bodies as they grow and change.
- Know the importance of family life.
- Develop positive values, a moral framework, confidence and self esteem to value themselves and others.
- Understand the consequences of their actions and how they affect others.
- Communicate effectively by developing age appropriate terminology.
- Develop awareness of gender similarities and differences.
- Know who to trust and where to go for help.

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Principles and Values

At Trafalgar Infant School we believe that Relationship Education should:

- Recognise that parents / carers are the key people in teaching their children about relationships and growing up and we aim to work in partnership with parents / carers and children.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every child to contribute to our school community.
- Support the development and learning of each child.
- Be set within the wider school context and support family commitment and love and respect.
- Encourage children and staff to share and respect each others views.
- Generate an atmosphere where questions and discussion can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and mentors or advisers as appropriate.

Relationship Education

Relationship Education has three main elements:

Attitudes and Values

- Learn the importance of values, individual conscience and moral choices.
- Learn the value of family life, marriage or other stable and loving relationships for the nurture of children.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking as part of decision making.
- Challenge myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learn to manage emotions and relationships confidently and sensitively.
- Develop self- respect and empathy for others.
- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Develop an appreciation of the consequences of choices made.
- Manage conflict.
- Empower children with the knowledge and skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Learn and understand physical development at appropriate stages.
- Understand basic human reproduction, emotions and relationships.

The Organisation and Content of Relationship Education

At Trafalgar we deliver Relationship Education through PSHCE, R.E and Science. It is also taught through answering children's questions and responding appropriately to opportunities that arise in the course of all teaching. Much of the Relationship Education takes place within PSHCE lessons delivered by the classroom teachers with support from outside professionals where appropriate. We believe that the classroom teachers are the most suitable people to work with the children on many of the Relationship Education areas as they know the children and their individual circumstances.

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Relationship Education lessons are set within the wider context of the PSHCE curriculum and focus on the emotional aspects of development and relationships. We teach children about relationships, parts of the body and how they will grow and change. The Science National Curriculum is delivered also by the classroom teachers and these lessons are more concerned with the physical aspects of development, although the importance of relationships is not forgotten. We teach children about how animals, including humans, move, feed, grow and reproduce. We also teach them about the main parts of the body using the correct vocabulary. Children learn to appreciate the differences between people and how to show respect for each other.

The PSHCE programme is taught in Reception and Years 1 and 2. In Reception, Science is taught as part of the six areas of learning – Knowledge and Understanding of the World and the Science National Curriculum is taught in Years 1 and 2.

The Guidance for PSHCE and Science in relation to Relationship Education for Reception and Key Stage 1 and our coverage can be found in the appendix.

Aspects of Relationship Education are also covered within our assembly themes. Our yearly overview for assemblies can be seen in the appendix.

Any Relationship Education lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established by the class teacher which prohibits inappropriate personal information being requested or disclosed by those taking part in the lesson. When children ask questions, we answer them honestly, within the ground rules established at the start of the lesson. When it is felt that answering a specific question would involve information at a level inappropriate to the development and age of the children, the question will be dealt with individually. Where necessary, this information would also be passed on to the parents so they could continue talking with their child about a particular area at home.

The Headteacher, Deputy Head and Cross Phase Teams for Healthy Schools and PSHCE will support teachers in teaching certain aspects of the Relationship Education curriculum. They will help with planning, resources and the delivery of lessons where appropriate.

At the end of each term the class teachers in Reception and Key Stage 1 sit with each individual child to complete a PSHCE 'I can...' self assessment activity. Within these, areas of Relationship Education will be assessed. The information gathered through this and the Science assessments are used to update the children's Record of Progress and Achievement book and Classroom Monitor.

Inclusion

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

We will ensure that all children receive Relationship Education, and we will offer provision appropriate to the particular needs of all our children, taking specialist advice where necessary.

We aim to deal sensitively and honestly with issues, answer appropriate questions and offer support. Young children need to feel that Relationship Education is relevant for them.

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Right to withdrawal of children from Relationship Education

Some parents / carers may prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of Relationship Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents / carers are encouraged to discuss their concerns with staff at the earliest opportunity once a letter has been sent home outlining the teaching and learning that has been planned. Parents / carers are welcome to review any Relationship Education resources the school uses. In this way we hope to minimise the likelihood of any withdrawals.

Sensitive Issues

Teachers cannot offer unconditional confidentiality. In the event of a concern / disclosure please refer to the Child Protection policy.

Monitoring and Evaluation of Relationship Education

It is the responsibility of the Headteacher to ensure both staff and parents are informed about our Relationship Education Policy. It is also the Headteachers responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

It is the responsibility of all members of staff to ensure that the policy is implemented effectively.

It is the responsibility of the Cross Phase Team for PSHCE to oversee and organise the monitoring and evaluation of PSHCE, in the context of monitoring the quality of teaching and learning.

It is the responsibility of the Cross Phase Team for Science to oversee and organise the monitoring and evaluation of Science, in the context of monitoring the quality of teaching and learning.

It is the responsibility of the Healthy Schools Subject Leader and working party group to oversee the delivery of Relationship Education. This will be achieved through regular staff meeting discussions, Healthy Schools working party meetings, work scrutiny, discussions with the children, monitoring of planning and lesson observations.

The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Relationship Education Policy.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of children. This includes evaluating and commenting on the schools Relationship Education Policy and on support and staff development, training and delivery.

Healthy Schools Team

May 2008

To be reviewed May 2009

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**THE NATIONAL CURRICULUM GUIDANCE ON HEALTH EDUCATION
STATES THAT KEY STAGE 1 PUPILS SHOULD**

- know that humans develop at different rates and that human babies have different needs
- be able to name parts of the body including the reproductive system, and understand the concept of male and female
- know about personal safety, for example, know that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which will help maintain personal safety
- appreciate ways in which people learn to live and work together, listening, discussing, sharing
- understand the importance of valuing oneself and others
- begin to recognise the range of human emotions and ways to deal with these