



Health & Safety Policy 2014-2015

Regulations for health & safety are continuously being refined to state much more clearly what must be done to ensure the safety of the whole school community. For Aided schools the Governing Body is the employer so they have an absolute responsibility for safety, which in turn will be delegated down to the SBM and other school based staff. Hull City Council and Directorate of Children, Young People & Families are not the employer, but offer guidance and standards for safety to all Hull schools through official circulars, safety manual or direction from Safety Officers within the Directorate of Children, Young People & Families.

This safety policy has been developed by Marfleet Primary School to complement Hull City Council and the Department's general safety policies. It aims to provide a framework that clarifies how and to whom responsibility is delegated to ensure the health, safety and welfare for Children, Governors and Staff working at Marfleet Primary School

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1. STATEMENT OF GENERAL POLICY

The Governing Body of Marfleet Primary School acknowledges and accepts its statutory duty and corporate responsibility for the health, safety and welfare of [person affected by its activities](#) person affected by its activities, whether on the schools premises or carrying out the schools business elsewhere. The school will do its best to ensure, as far as is reasonable, that other agencies or contractors on the school premises have adequate safety policies and procedures in place.

1.1 On behalf of the Governing Body, we accept the duties and obligations imposed upon us under the Health and Safety at Work etc Act 1974, The Occupiers Liability Acts 1957-84 and will through this Policy ensure, so far as is reasonably practicable, the Health and Safety of:

- a. All persons employed at Marfleet Primary School whilst they are at work;
- b. Persons other than Marfleet Primary School employees who may be exposed to risks arising out of, or in connection with, the activities of employees of Marfleet Primary School whilst they are at work.

1.2 To effectively achieve this, Marfleet Primary School will provide, so far .as is reasonably practicable:

- a) Safe premises, plant and systems of work;
- b) Safe methods of using, handling, storing and transporting of articles and substances;
- c) Information, instruction, training and supervision;
- d) A safe working environment;
- e) Safe access to, and egress from, a place of work and procedures for evacuation in an emergency.

1.3 The Governing Body of Marfleet Primary School will comply with safety policies, guidance, advice and instructions issued by Hull City Council (HCC) Hull [City Council \(HCC\)](#), the Directorate for Children's Services and advice from HCC's Health and [HCC's Health and Safety Team](#)- Marfleet Primary School will further provide, so far as is reasonably practicable, any additional codes of practice and safe systems to effectively cover all aspects of health, safety and welfare.

1.4 While this policy is written to comply with the Health & Safety at Work Act 1974, we consider the matters of pupil and staff safety and welfare to be of equal importance. Where necessary this will be expressed in specific arrangements, otherwise it is implicit in all actions and arrangements within this policy.

1.5 It is an offence under the Health & Safety at Work Act 1974 to intentionally or recklessly interfere with, or misuse, anything provided in the interests of Health and Safety

All members of staff must co-operate fully with measures the school will be taking to comply with the relevant statutory provisions and in implementing this Health & Safety Policy, in order to ensure that their working environment, together with those of their colleagues and pupils, are as safe and healthy as possible.

All staff are asked to sign to indicate that they have read and understood this document.

Signed _____ Chair of Governors

Date

2. ORGANISATION AND RESPONSIBILITIES

Governing Body

Committee Members and the SBM are responsible for the strategic overview of health and safety including that of ensuring full implementation of the Schools Health and Safety at Work Policy. **This will be achieved by ensuring there is an effective plan for safety that sets clear areas of responsibility and achievable standards for all school staff.**

2.1 The Governing Body and SBM consider the best means of developing and progressing this policy, thus providing effective management of health & safety, is to establish a Safety Advisory Group. The role of the Group will be to act as a communication link between the Governing Body, SBM and members of staff generally. This role is undertaken as part of the responsibility of the Buildings, Health and Safety Committee. Its terms of reference are to:

- Identify and develop practicable arrangements for health & safety
- Develop strategies/arrangements to actively monitor their enforcement
- Consider/assess any safety issues for new equipment or in anticipation of organisational change
- Ensure effective remedial action has been considered and implemented.
- Identify opportunities for further improvement to safety arrangements
- Carry out a review of the policy and its arrangements annually and recommend necessary improvements on general strategic matters of health & safety
- Bring any matter of concern relating to health and safety that cannot be resolved through the schools management structures or by the SBM to the immediate attention of the Chair of the Governing Body.

A clear intention is to seek continual improvement through the development of a safety culture built on a common understanding of safety and a commitment by all staff to meet their challenging goals.

2.2 Members of the Group shall include the following:

Chair of the Sub Committee
SBM
Site Manager /SBM
Staff Representative
Parents

Additional members will be co-opted where appropriate to discuss safety matters relating to specific areas of work. Each Group member will be confirmed annually by their respective bodies as appropriate and confirmed by a full Management Committee at its AGM. The Group will meet every half term or at least each term and more often at the request of one Group member, the SBM or the Governing Body.

2.3 Supervisory School Staff

Members of staff who manage, or supervise other staff/students, or are responsible for pupils/members of the public, who may be affected by work activities, have a particular responsibility for the health and safety of those under their charge.

They will carry out and/or assist in the process of undertaking a suitable assessment of the risks to health and safety arising out of or, in connection with their undertakings. These assessments shall be reviewed periodically, following accidents and in light of improved knowledge or technical change. This is the principal cornerstone of Marfleet Primary School Health and Safety Management

Supervisory staff will instruct those under their charge/control precisely and clearly on their duties with regard to the health and safety of themselves and others, and will inspect their designated area of responsibility at periodic intervals.

2.4 SBM

The Management Committee charge the SBM with the day-to-day responsibility of managing and enforcing Marfleet Primary School Health and Safety at Work Policy. Where necessary the SBM will initiate, support and assist all staff in the risk assessment process and, take appropriate steps and make the final decision on any safety question where matters are unable to be resolved satisfactorily through delegated responsibility arrangements within this safety policy. The Headteacher will assume these responsibilities in the absence of the SBM.

2.5 Health and Safety Co-ordinator

The SBM is appointed by the Headteacher to assist in the day-to-day implementation of the School safety plan. As Safety Co-ordinator her role is to ensure that other members of staff are familiar and clear as to their duties and responsibilities stated in this Health and Safety Policy. The SBM will also provide/arrange assistance and support to relevant staff to ensure that risk assessments are actually carried out. She will endeavour to keep up-to-date with safety regulations and through the Safety Advisory Group initiate steps that ensure arrangements for health and safety at Marfleet Primary School conform to both current regulations and best-known practice.

2.6 All Staff

The nature of the schools activities can be diverse from an operational point of view and essential activities and priorities may vary. All staff will be responsible for initiating/undertaking/assisting in the risk assessment process in areas and for tasks relating to pupils, members of staff and others in their sphere of operation.

They will ensure their designated areas are inspected regularly to identify hazards and bring any concerns to the attention of the SBM or Headteacher. Where significant hazards are identified a formal risk assessment process will be undertaken to determine the risk factor and what measures, if any, are needed to either eliminate or adequately control the risk. Relevant staff will be informed of any findings.

In the event of a hazard presenting a significant risk to anyone in school, steps will be taken immediately to ensure health & safety is not compromised. This may require immediate intervention actions - such as restricting access to the hazard before reporting the matter to the SBM or Buildings Supervisor. All staff will assist in the implementation of other safety arrangements considered necessary to comply with health & safety regulations and codes of practice as may be determined from time to time and approved by the Management Committee/SBM.

2.7 Classroom Teachers/Office Staff

Will be responsible for initiating/undertaking/assisting in the risk assessment process in areas and for tasks relating to pupils, members of staff and others in their sphere of
In the event of a hazard presenting a significant risk to anyone in school, steps will be taken immediately to ensure health & safety is not compromised. This may require immediate intervention actions - such as restricting access to the hazard before reporting the matter to the SBM, Classroom Teachers/Office Staff will also assist in the implementation of other safety arrangements considered necessary to comply with health & safety regulations and codes of practice as may be determined from time to time and approved by the Management Committee/SBM.

operation. They will inspect their designated areas regularly to identify hazards and raise any concerns with the SBM. Where significant hazards are identified a formal risk assessment process will be undertaken to determine the risk factor and what measures, if any, are needed to either eliminate or adequately control the risk. Staff members under their charge will be informed of any findings.

2.8 Building Services Supervisor/Site Manager (SBM/SM)

The SM has a key role to ensure that the school premises are kept clean, secure and maintained in a safe condition. This is achieved by undertaking tasks as defined in the job description or additional tasks as determined by arrangement with the SBM. The SBM is responsible for materials and any equipment. She will be responsible for undertaking/assisting in the risk assessment process in matters relating to her work and that of other members of staff within the sphere of her work. This will include responsibility as first point of call and active liaison with contractors who are at the school premises, ensuring they comply with and are aware of Health and Safety Policy and arrangements.

It is expected that particular work undertaken by the SM will identify quickly areas that threaten the safety of himself, pupils or other members of staff.

The SBM will inspect specified designated areas regularly to identify hazards and will raise any concerns with the SBM. Where necessary a formal risk assessment process will be undertaken to determine the risk factor and what measures, if any, are needed to either eliminate or adequately control the hazard. Relevant staff will be informed of any findings that will also be recorded and filed in the School Office for audit inspection.

In the event of a hazard presenting a significant risk to anyone in school, steps will be taken immediately to ensure health & safety is not compromised. This may require immediate intervention actions - such as restricting access to the hazard before reporting the matter to the SBM. The SBM will also assist in the implementation of other safety arrangements as considered necessary to comply with health & safety regulations and codes of practice, as may be determined from time to time and approved by the Management Committee/SBM.

2.9 Non-Supervisory Staff

The final level of responsibility for implementing Marfleet Primary School safety plan is that of the individual member of staff who has a statutory duty to co-operate with the School management team and comply with all arrangements considered necessary for the health, safety and welfare of pupils, themselves and their work colleagues.

They will assist in the process of undertaking a suitable assessment of the risks to health and safety arising out of or, in connection with their work.

In the event of a hazard presenting a significant risk to anyone in school, steps will be taken immediately to ensure health & safety is not compromised. This may require immediate intervention actions - such as restricting access to the hazard before reporting the matter to their line manager

3. ARRANGEMENTS

The Governing Body will ensure that those appointed and charged with responsibility for implementing Marfleet Primary School Health and Safety at Work Policy and its arrangements will be adequately trained to fulfil their delegated responsibilities.

Where specialist knowledge is required advice will be sought from Children's Safety Services to advise/assist directly or where appropriate identify other competent persons to provide support.

Staff will be made aware and encouraged to consult the safety manual and/or Children's Services Safety web site for guidance on specific safety topics.

The arrangements for managing health and safety within Marfleet Primary School are designed to eliminate hazards or adequately control risks to staff and pupils are as follows:

3.1 Children's Services Policies for Safety

Useful information, guidance and policies are contained in the schools Safety Manual.

3.2 Staff Induction

All Teachers, new Teaching Assistants, Lunchtime Supervisors and students are assigned a mentor who guides them through the induction process.

3.3 Fire Safety

The SBM will ensure a fire risk assessment is carried out to comply with the Regulatory Reform (Fire Safety) Order 2005. This assessment also sets out detailed arrangements for staff training and on procedures to be followed in the event of a fire emergency. The risk assessment will be reviewed annually or in the event of change and significant findings will be processed onto a priority action plan of remedial steps to be taken. All documentation including records of fire drills and equipment test will be retained in a Fire Safety Log in the main office.

3.4 Security

The school will undertake a review of security annually. This will be undertaken by the Buildings Health and Safety Sub Committee. Findings will be recorded and progressed onto action plan of remedial measures Staff will be urged to bring any concerns they may have to the immediate attention of the SBM.

3.5 Safety Training

Training needs for staff will be identified through the induction process. Future training needs will be identified through the staff development review process or in light of changed responsibilities.

3.6 Premises Safety Sweeps

Will be carried out on a continuous basis so that physical type hazards are identified as soon as possible.

These arrangements will be closely monitored by the Buildings Health and Safety Sub Committee. Any failure to comply with these arrangements must be brought to immediate attention of the SBM and Management Committee.

3.7 Play Ground and Grounds Safety Sweeps

Will be carried out on a continuous basis so that physical type hazards are identified as soon as possible. This will be achieved by the SBM and the Caretaker. Staff are reminded to report any issues immediately to the SBM.

3.8 Working at Height

Headteacher must not instruct staff under their charge to undertake any work at height task unless a suitable and sufficient risk assessment has been carried out and properly recorded.

Closer supervision must be exercised at all times when asking vulnerable persons to undertake work at height tasks. These will include young persons, student placements and new or expectant mothers.

All staff are instructed not to undertake any work at height task unless they have been authorised to do so and have been informed of the risk assessment findings, trained and instructed as appropriate.

While not an exhaustive list such work at height tasks may include the following:

- Storing and/or retrieving materials
- Placing and/or removing displays at height
- Cleaning windows and light fittings
- Maintenance tasks
- Record of ladder checks and maintenance

All access equipment will be fully inspected every 6 months by the Buildings Services Supervisor and a record of this retained. This arrangement will be monitored by the SBM every 12 months.

3.9 External Educational Visits

The SBM has been appointed and trained as Educational Visit Co-ordinator (EVC). The EVC will ensure all external visits are planned and detailed arrangements are recorded on the EVOLVE system. This will include ensuring additional risk assessments are undertaken where necessary. As part of the planning process for external educational visits the EVC will consider whether there are any opportunities to involve the pupils in understanding how they could be harmed during the visit in order to underpin their understanding and cooperation in control measures.

3.10 Stress/Well-being

The school adopts the Mental Well-Being Policy Guidance as recommended by Children's Safety Services. The school will endeavour to support any member of staff experiencing anxiety or stress even though this may not be work related and a **strict need to know confidence will be observed at all times**.

Any member of staff who considers their well-being is being compromised due to work related pressures are to be encouraged to raise concerns with the Headteacher/Deputy Headteacher or SLT who will if necessary seek external advice from Hull City Council HR Team.

3.11 First Aid

The majority of the staff have had first aid training if the designated first-aiders are not available. The designated first aiders are:-Mrs Good, Miss Boughton and Mrs Ransom.

The school has adopted Airsweb for Accident Reporting.

Airsweb – Safety Software Limited [SSL]

Airsweb is a computer based, web enabled, hosted system [Thwaite Digital Certification – secure encrypted data transmissions] used for the recording of incidents reported within Hull City Council [HCC] and forms part of the overall management system for Health and Safety.

Incidents can be reported using an electronically generated incident form or for those without computer access, a paper form. The information is directly input or transferred to Airsweb.

The incident system, as required by legislation, must be capable of monitoring all reported incidents to employees, contractors, visitors, pupils.

The recording of an incident is a reactive measure. However, when analysed effectively, the information is a very proactive tool in the prevention of future incidents.

The system allows the recording of any incident; incident types, 8 in all, reflect an accident, an environmental issue, property damage, violence, racial, dangerous occurrence and near hit. The system can record, when provided:

exact time; specific location; immediate actions taken; parts of the body affected [17 in total including ALL]; injury type such as bite / crush / amputation [15 types again including ALL]; accident type – linked to the incident type – verbal assault / physical assault / fall from height [18 types reflecting legal requirements to report to HSE]; Union informed -when directed by injured party; legally reportable to HSE and then the investigation element.

The system allows the sending of emails to initiate remedial and further investigative actions plus reminders when the completion date approaches; this is all tracked and fully auditable.

One of the systems key functions is as a management tool. The ease with which information relating to incidents can be displayed is of particular benefit to managers. There are 6 'standard reports' that can include the recorded information using drop down lists. This information can be displayed as graphs or in a written configuration.

Should the 'standard reports' not give the information required the system allows a manager to select their own report types using 39 different permutations. This information can then be exported into Excel.

3.12 Accident Reporting and Investigation

Accidents involving pupils will be recorded and copies kept in the main office. Serious accidents involving pupils will also be recorded on the Accident A1 Form then recorded on Airswab.

All accidents involving staff must be reported and recorded on the Accident A1 form and recorded on Airswab. Airswab is an electronic central incident database.

Any incidents that require reporting under RIDDOR will be reported to HCCs Health and Safety Team who will report to the Health and Safety Executive on behalf of the school.

3.13 Statutory Testing

As a result of delegated responsibilities, schools and other establishments are responsible for managing significant elements of building maintenance to include statutory testing on a various items of plant and equipment at appropriate frequencies.

This arrangement will be closely monitored by the Building Services Supervisor to ensure tests results are logged.

3.14 Asbestos Management

Recognising the absolute duty to manage asbestos containing materials (ACMs) effectively in the premises there will be strict compliance of the policy issued by HCC's HCC's Health & Safety [Team](#): The Control of [The Control of Asbestos Regulations 2012](#)~~2012~~. To reinforce this policy members of staff are instructed not to undertake any work that may disturb the fabric of the building unless authorised to so and having regard to the asbestos guidance.

The Asbestos Management Survey has been consulted and a management plan has been developed to determine the likelihood of exposure during normal day-to-day activities or maintenance. (Awaiting survey).

Contractors will be made aware of the Asbestos Management Survey and this policy and requested to ensure any work they undertake has considered the possibility of disturbing asbestos. Where necessary an Intrusive/Demolition Survey will be undertaken in areas to be disturbed before any work begins.

The designated person responsible for strict enforcement of this arrangement will be the SBM.

3.15 Substances Hazardous to Health

Where small quantities of harmful substances are used in classrooms, such as aerosols these will be used in accordance with manufactures safety advice and stored away from pupils.

All cleaning chemicals will be used and stored to comply with suppliers [Material Safety Data Sheets](#) and subjected to a detailed assessment to meet the requirements of the Control of Substances Hazardous to Health Regulations 2002~~0~~ [as amended](#) (COSHH 2002).

3.16 Hygiene

The SM ensures toilet and bathroom areas are cleaned at the end of the day. The school uses cleaning materials in line with the Pandemic Guidelines to ensure the chemicals kill the H1N1 virus. See COSHH Guidelines) Regular checks are made on the water temperature by the school

3.17 Electrical Equipment

All electrical equipment used in school must be authorised for use. In addition to the Statutory Portable Appliance Testing (3.13 above) staff are reminded to regularly carry out visual inspections of electrical equipment, switches and plug sockets and should any defects be identified they **must** stop using the equipment and bring concerns to the immediate attention of a member of the Premises Sub Committee. All staff need to carry out visual checks of leads and equipment before use. Staff must be conversant in the use of all electrical equipment. Extension leads should be

restricted in use whenever possible. Staff should know how to administer first aid to a victim of an electrical shock without endangering themselves.

3.18 Tools and equipment

All work equipment which is used by an employee whilst at work would be classed as work equipment this includes employees own equipment which they are permitted to use at work. All work equipment will be inspected, have a statutory test where required and be used in accordance with manufacturer's instructions.

Formatted: Normal

All tools and equipment, such as paper cutters, used in classrooms will be properly stored to ensure no unauthorised or unsupervised use. Only rounded blunt scissors will be used by pupils. As part of the planning process for curriculum activities that involve tools and equipment, teachers will consider whether there are any opportunities to actively involve the pupils in order that they understand better how they could be harmed using such tools or equipment. This will underpin their understanding, cooperation and ownership in control measures.

3.19 Visitors and Contractors

All visitors to the school must sign in and out in the visitor's book and wear a named badge. All contractors to the school must sign in and be supervised by a member of the school staff at all times. Contractors must report to the school office who will contact either the SBM/Site Manager who will ensure the appropriate Contractor School Rules are brought to their attention.

3.20 Cooperation Liaison with other site/tenants users

Our breakfast club is part of the school's extended day. All school policies and procedures apply to staff employed in the club. There are a small number of policies that vary for example fire procedures.

3.21 Vehicle/Pedestrian Traffic

The school works hard with parents and carers regarding road and traffic safety.

3.22 Holiday Shut Down

Occasionally the school might have refurbishment work undertaken during holidays. This can often involve contractors or other staff undertaking tasks that could be hazardous and jobs that would fall outside the normal routines such as moving heavy furniture. Contractors will be advised that all policies and procedures must be adhered to before any work is carried out.

3.24 Policy Review Date. This will be undertaken annually at the summer Premises Committee meeting and agreed at the full Governing Body meeting in October. Should any changes be made to conditions, arrangements or designated staff with responsibilities, this policy will be amended immediately. Such changes will be brought to the attention of staff at the earliest opportunity.

Agreed by Chair of Governing Body on

Signed

Review date

POLICY ON SECURITY

- Staff will use the main entrance door when entering and leaving between the hours of 7.00 am – 6.00 pm. Caretaking Staff are responsible for locking all doors, windows and gates at the end of the day.
- Children will be in school between 8.15 am and 4.30 pm. A member of staff will be present at the door from 8.45 to 9.00 am and 3.10 to 3.15 pm. The entrance door and gate will be locked at 9.00 am and the entrance door only will be unlocked at 3.15 pm.
- - At all times, staff and visitors will observe the school's door entry policy.
 - No child will be allowed to go with anyone under the age of 16 years.
 - It is essential that parents inform staff of any changes in relation to the collection of their child. In an emergency this can be done by telephone.
 - If parents are late collecting children, after 3.15pm then the group teacher will use the designated contact names in the office filing cabinet to contact the parent.
 - All visitors and parents must use the main entrance door. All visitors and parents who are staying on site must sign in and out.
 - Any visitors who are staying in school must wear a badge. Only members of staff will admit parents and visitors.
 - A DSB is essential for all voluntary workers in the school.
 - If the side gate (into the yard) and kitchen door are used during the day, it is the responsibility of the person who opened it, to lock it after use.
 - Staff and students must ensure that the door is closed properly on leaving the premises.
 - Kitchen deliveries will arrive at the back gate. No visitors are allowed to use this entrance.
 - All internal doors are left open for fire exit requirements.
 - All fire doors are clearly signposted.

PROCEDURE IN CASE OF FIRE

1. On discovering the fire –

SOUND THE ALARM

2. EVACUATE THE BUILDING IMMEDIATELY

a. Teacher, Teaching Assistants, students, parents, visitors

- collect children from all teaching areas.

b. Proceed to the nearest **FIRE DOOR EXIT**. Close all doors behind you. Assemble in your assigned area on the small playground at the rear of the school. If necessary move on to the field and exit through gates onto **MARFLEET LANE**. Head Count

3. **NOMINATED TA/ADMIN/HT** – check bathroom, cloakroom and corridors and take any children to Family Group Teachers. Pick up key to external gate (on all external doors), unlock and meet emergency services on Marfleet Lane with a plan of the building. Inform emergency services where fire is located if known.

4. **NOMINATED PERSON** – To perform final check of the building.
HT / SBM/ SM

5. **KITCHEN STAFF** – evacuate through school and join children and staff if possible. If not possible, exit via back yard and join staff/children.

6. ADMINISTATOR -

Collect red emergency contact file

Collect visitors' book, signing in books (staff and children) and registers, check caretakers sign

Exit through nearest fire door

Give out registers. Check all signing in/out books

7. **GROUP TEACHERS** – Ensure children are calm, quiet and listening

Take initial head count. Call the register.

If you cannot account for a child check with the Administrator

When all present Teacher to raise hand

PROCEDURE IN CASE OF FIRE LUNCHTIME

1. On discovering the fire –

SOUND THE ALARM

2. EVACUATE THE BUILDING IMMEDIATELY

a. Lunchtime Supervisors to line children up in an orderly manner. Keep the children calm and quiet.

Close all doors behind you. Assemble in your assigned area on the small playground at the rear of the school. Do a head count. On receipt of registers, call register if necessary move on to the field and exit through gates onto **MARFLEET LANE**

3. **HEADTEACHER / DEPUTY/SBM**– check classrooms, toilets, Cloakroom, corridors and take any children to their LTS.

Pick up key to external gate (on all external doors), unlock and meet emergency services on Marfleet Lane with a plan of the building. Inform emergency services where fire is located if known.

4. **KITCHEN STAFF** – evacuate through school and join children and staff. If this is not possible exit via back yard and join staff and children.

5. **ADMINISTRATOR** –ring Fire Brigade

Collect red emergency contact file

Collect visitors' book, signing in books (staff and children) and registers, check caretakers sign

Exit through nearest fire door

Give out registers. Check all signing in/out books

b. **ALL STAFF** – Ensure children are calm, quiet and listening

Take initial head count. Call the register.

All staff to join their Group

If you cannot account for a child check with the Administrator

When all present Teacher and Children to raise hands

Proceed to the nearest **FIRE DOOR EXIT**. Close all doors behind you.

- Take Visitors Book, Staff Book, Registers and mobile.
- Assemble in the small playground at the rear of the school. If necessary, move on to the field and exit through gates onto **Marfleet Lane**
- Do head count of children and visitors
- Keep children calm
- Phone fire brigade and inform the emergency services where the fire is located if known.
- Check all areas and take any children outside to the Co-ordinator.
- Pick up key to external gate, unlock and meet emergency services on Marfleet Lane with a plan of the building.
- Perform final check of the building on the way out.
-
- Meet fire brigade at the gate with the map of the building.

FIRE ALARM PROCEDURES

There may be several reasons for the Fire Alarm to activate.

- SMOKE DETECTORS
- Photocopying Room. This room has a particular fire hazard.
- Boiler Room
- Loft

HEAT SENSOR (Kitchen)

This will activate when there is a sharp rise in temperature i.e., a fire. It will not activate under normal working conditions i.e., toaster, steam etc.

ALARM ACTIVATED (location unknown)

Evacuate building

If safe to do so, nominated person to check all points

Do not enter closed rooms

If a call point is activated and there is no fire, silence alarm. If faulty then the call point will still have the light on.

Silence Alarm

Reset alarm if alarm sounds again, silence, leave, Call CIVIC

RESET CALL POINTS

To reset call points insert key on the call point, keys located on top of control panel

FIRE PRACTICE

INSERT NUMBER Fire Alarm is activated

Follow 'Procedure in Case of Fire'

TO RESET

FIRE PRECAUTIONS

Procedures in case of fire are displayed in every area.

Registered persons to check all fire extinguishers regularly

All staff should know the location of firefighting appliances and visitors should be notified of such. These should never be obstructed.

Fire Drills should be clearly marked and should be kept unlocked when the building is in use, or personnel on the premises.

Regulations concerning control of flammable liquids are to be followed.

Fire Alarms are tested once weekly on a rota basis to ensure that they are working correctly

Medical Policy

1. **Infections** – staff working with children are at a greater risk of exposure to infections such as Hepatitis B, TB, Chickenpox etc. It is the responsibility of the individual to have appropriate injections if they wish, unless otherwise notified. Rubella and Slapped Cheek Syndrome can be serious to an unborn child. All staff are informed if any cases occur and a notice put up in school to inform parents.
2. **Medical exclusions** – parents are asked to inform the school of any infections their child may have and to take adequate steps to prevent infection spreading. In school we follow the Medical Officer of Health Guidelines on Infectious Diseases to inform parents of medical exclusion times. A general exclusion period of a minimum of 48 hours is enforced for cases of sickness, diarrhoea or if a child is taking antibiotics for three days.
3. **Medicines** – medicines are administered in school if a parent signs a medical permission form. Children are encouraged and trained to use their inhaler when needed, under supervision. These are kept away from the children and only accessed by a member of staff.
4. **Accidents to children** – the only first aid items used for accidents in school are medical wipes, plasters (as long as children are not allergic to them), water, cold compress and 'microspore' dressings. These items are kept in the first aid boxes situated in most areas. When an accident occurs treatment is given and the accident recorded in the Accident Book. A head injury accident slip is also completed to inform parents of the accident, staff will be available to answer any further questions. Staff should be aware of the need to protect themselves from the risk of HIV and Hepatitis infection. Medical gloves and aprons are available in all cases of contact with bodily fluids either when changing a child or when administering first aid.
5. **Accidents needing hospital treatment** – at the beginning of the year, on the contact form parents are asked for their permission to: a) take their child to hospital if the need should arise and b) to allow a decision regarding treatment to be made by the hospital doctor. Variations to this may arise due to religious grounds. In all cases where an accident requires hospital treatment an ambulance will be called.
6. **Smoking** – the entire school buildings and grounds has been officially designated as a 'No Smoking' area.
7. **Accidents to staff** – any accident involving a staff member or student is recorded on an official Accident Report Form, and recorded on Airsweb..In the case of severe injury an ambulance will be called and the next of kin contacted as soon as possible.
8. **Glues and felt tip markers** – any of these used in school by the children are non-toxic and do not contain addictive substances.

Administering Medicines and Asthma Policy

Administering Medicines

This policy is based on the updated guidance on managing medicines in early years settings produced by the Department of Health in collaboration with the Department of Education and Skills. It takes full account of, and is consistent with, Every Child Matters: the change for children programme. It sets a clear framework within which early years settings and families are able to work together to ensure that children requiring medicines receive the support they need.

Aims

To review our current policies and procedures involving children with medical needs and to ensure that everyone including parents are clear about their respective roles.

To put in place effective management systems to help support individual children with medical needs.

To make sure that within our school medicines are handled responsibly.

To ensure that all school staff are clear about what to do in the event of a medical emergency.

Prescribed Medicines

Medicines should only be brought into school when essential; that is where it would be detrimental to a child's health if the medicine was not administered during the school day. We should only accept medicines that have been prescribed by a doctor, dentist, nurse or pharmacist prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration.

We will not accept medicines that have been taken out of the container, as originally dispensed, or make changes to dosages on parental instructions.

Staff will administer medicine if the school consent form is completed by the parent.

When children are unwell it is often unwise for them to be in school. Parents should exercise their knowledge of their child and the doctors recommendation when making the decision as to whether to send them to school or not, although clearly when a child is acutely unwell they must be kept at home. Where parents' expectations appear unreasonable the school will seek advice from the child's GP or other medical advisors e.g. the Health Visitor. However, some children will need to take medicines during the day at some time during their year in school. This will usually be for a short period only, perhaps to finish a course of antibiotics or to apply a lotion. To allow children to do this will minimise the time that they need to be absent. Staff will give medicine to a child if a parent signs a parental permission form.

Long Term Medical Needs

It is important to have sufficient information about the medical condition of any child with long term medical needs. If a child's medical needs are inadequately supported this may have a significant impact on a child's experiences and the way they function in school.

The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. Some medicines may also affect learning, leading to poor concentration or difficulties in remembering. The impact could also be indirect; perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness/disability may have on a child and their family.

We need to know about any particular needs before a child is admitted or when a child first develops a medical need. A written health care plan for such children involving the parents and

relative health professionals will be developed (see form 1). Where individual health care plans have to be drawn up for the children with medical needs we will seek the support of the child's health visitor/GP to provide advice. On entry we will monitor that every child is registered with a GP and advise parents who are not.

Administering Medicines

No child will be given medicines without their parent's written consent. It only requires one parent to agree or request that medicines are administered.

Child's Name
Name of Medicine
Prescribed Dose
Method of Administration
Time/frequency of Administration
Any side effects
Expiry Date

Written instructions provided by the prescriber on the label or container.

If in doubt about any procedure staff should NOT administer the medicines but check with the parents or a health professional before taking further action. If staff have any other concerns related to administering medicine to a particular child the issue should be discussed with the parent.

Staff MUST keep written records each time medicines are given. Staff have to complete and sign a record each time they give medicine to a child. (See form 2). Good records will demonstrate that school staff have exercised a duty of care. We will have the dosage and administration witnessed by a second adult.

Refusing Medicines

If a child refuses to take medicine staff should not force them to do so but should note this in the records and follow agreed procedures by ringing parents/carers and informing them of the refusal when it happens. If a refusal to take medicines results in an emergency our school's emergency procedures will follow.

Record Keeping

Parents should tell the school about the medicines that their child needs to take and provide details of any changes to the prescription or the support required. However, staff should make sure that this information is the same as that provided by the prescriber.

Parents will be given a form to record details of medicines in a standard format. Staff should check that any details provided by parents, or in particular cases by a paediatrician or specialist nurse, are consistent with the instructions on the container.

Educational Visits

We will support children with medical needs to participate in safely managed visits. We will consider what reasonable adjustments we might make to enable children with medical needs to participate fully and safely.

This will include reviewing procedures so that we can plan for the necessary steps to include children with medical needs. It may also include risk assessments for such children.

Arrangements for taking any necessary medicines will be taken into consideration. Staff supervising excursions will be aware of any medical needs and relevant emergency procedures. A copy of any health care plans will be taken on visits in the event of the information being needed in an emergency. If staff is concerned about whether they can provide for a child's safety on a visit they will seek parental views and medical advice from the school's health service or the child's GP. They will also access DCSF guidance on planning educational visits from the EVOLVE system the school uses.

Physical Activities

Most children with medical conditions will be able to participate in physical activities. There should be sufficient flexibility for all children to follow in ways appropriate to their own abilities. For much physical activity can benefit their overall social, mental and physical health and well-being. Any restrictions on a child's ability to participate in PE should be recorded in their individual health care plan. All adults must be aware of issues of privacy and dignity for children with particular needs. Some children may need to take precautionary measures before and during exercise and may also need immediate access to their medicines such as asthma inhalers. Staff supervising sporting activities should consider whether risk assessments are necessary for some children, be aware of relevant medical conditions and any preventative medicine that may need to be taken and emergency procedures.

Safety Management

Where it is agreed that medicines will be administered we will ensure that the risks to the health of others are properly controlled. Medicines will be stored in the staff room out of reach of children except where they may be needed for immediate access, e.g. inhalers which will be stored in the main office, again in an identified space out of children's reach. The school will not dispose of medicines and will ensure that they are returned to parents.

Emergency Procedures

In the event of an emergency situation staff will call on the school's trained first aiders and should a child have to be taken to hospital by ambulance a member of staff will accompany them and stay with them until a parent arrives. Health professionals are responsible for any decisions or medical treatments when parents are not available. Staff do not usually take children to hospital in their own car unless they have the necessary insurance. They will call an ambulance. If an incident occurs at lunchtime, lunchtime supervisors would follow the same procedure by contacting the trained first aider.

Health Care Plans

The purpose of an individual health care plan for a child with medical needs is to identify the level of support that is needed. Not all children who have medical needs will require an individual plan. It may be that a short written agreement with parents is more relevant. An individual health care plan clarifies for staff, parents and the child the help that can be provided. It should be guided by the child's GP.

DISEASE	INCUBATION PERIOD (DAYS)	CONTAGIOUS PERIOD	MINIMUM TIME OF EXCLUSION
Chicken Pox	14 - 21	1 day before and 6 days after the appearance of the rash	6 days from the appearance of the last crop of spots
German Measles	14 - 21	From a few days before to a few days after the appearance of the rash	4 days after the onset of the rash
Measles	8 - 13	A few days before and 7 days after the rash	7 days from the onset of the rash
Mumps	18 - 21	7 days before the onset to when the swelling has subsided	7 days, but swelling must have subsided
Whooping Cough	7 - 21	7 days after exposure to the infection to 21 days after the onset of the cough	21 days from onset of the cough
Head Lice	None	Staff will inform parents if a child is seen with head lice	Treatment is recommended only in cases where live lice have been seen. Close contacts should be checked and treated if live lice are found. Regular detection should be carried out by parents

FIRST AID POLICY

It is the policy of the school to ensure the safety of staff, children and visitors at all times. To this end, all members of staff are responsible for reporting anything they notice that may be a hazard, and these are dealt with by the SBM or Caretaker as quickly as possible according to the degree of risk.

The named first aiders are Mrs Good, Miss Boughton and Mrs Ransom. In case of their absence other staff with first aid training will be responsible with dealing with first aid when the need arises.

3. The contents of the First Aid box should be checked regularly against the list in the box, at least half-termly by the named First Aiders.

A First Aid kit must be taken on all school trips. It must contain a minimum of:

- . A leaflet – general advice
- . 6 individually wrapped sterile adhesive dressings
- . 1 large sterile unmedicated wound dressing
- . 2 triangular bandages
- . 2 safety pins
- . cleansing wipes
- . disposable gloves

Health & Safety advice is included in the school prospectus. The school is covered by insurance, holding a certificate of employers' liability.

4. All staff and visitors should be made aware of the location of the First Aid box.
5. Disposable gloves should be worn at all times when treating wounds.
6. Non-alcoholic wipes, tap water or gauze swabs can be used to clean wounds – no cotton wool!
7. Asthma inhalers may be administered. PARENTS MUST GIVE WRITTEN CONSENT FOR STAFF TO ADMINISTER, ALSO WRITTEN DIRECTIONS OF DOSAGE. Contents and dates to be checked regularly by parents. DO NOT use out of date inhalers.

All staff are given basic awareness training about asthma and the use of inhalers.

All staff have a clear understanding of what procedures to follow if a child has an asthma attack.

The school maintains written details of pupils with asthma.

8. Plasters (individually wrapped variety) may be used to cover open wounds, or Melolin dressing with micropore tape.
9. Gloves and First Aid waste should be disposed of in the plastic bags provided and put into the bin in the bathroom area.
10. In the case of any head injury, cold-water compress, but no pressure should be applied. A form provided for the purpose should be filled in stating child's name,

time of injury and signed. If head injury causes concerns for staff or if serious, parents to be informed immediately and/or an ambulance requested.

11. All major accidents to children should be recorded in on Airsweb. Each family group teacher records any incidents in the family group notebook for the appropriate child.

12. Accidents to staff or visitors should be recorded on Airsweb.

13. Major accidents to children or adults should be reported on the forms available from the staff room.

14. In the case of any serious injury or accident always ring for an ambulance.

15. All efforts should be made to contact a child's parent or guardian in the event of a serious injury.

16. If for any reason a child or adult is to travel in a member of staff's car that person should have appropriate car insurance (Business). The child should travel in the back of car using a booster seat. Another adult (preferably a parent) should travel with the child – not a member of staff that should otherwise be working in their place of employment.

17. Cleaning up after First Aid Treatment

- 1 Disposable gloves are to be worn at all times.
- T Good will regularly check availability of gloves / disposable bags
- 2 Blood or other body fluids to be swilled with a solution of 1:10

A child taken to hospital will be accompanied by a member of staff who will remain until the child's parent arrives.

19. School Trips – Sporting Activities

The school will encourage pupils with medical needs to participate in school trips and sports activities wherever safety permits. Arrangements for taking necessary medication will be agreed with the parents, and parents encouraged to take part in the activity.

Some pupils may need to take precautionary measures before or during exercise. This should be included in the child's IEP.

Staff supervising trips and sporting activities should be aware of relevant medical conditions and emergency procedures.

20. Information for staff and others

All staff will be informed of a child's medical needs. The office staff will make sure that supply staff are also aware of children with any medical needs unless the parents wish such information to be withheld. In such cases members of staff not informed will not be held responsible if they act incorrectly in giving medical aid in good faith. The parent will be aware of this.

All medical information will be treated with confidentiality.

**MARFLEET PRIMARY SCHOOL
PARENTAL REQUEST FOR ADMINISTRATION OF MEDICINE**



Child's Name.....Class.....

I request and give my consent that my child should be given the following Medication as detailed below:

Name of medication	Duration of course	Dosage prescribed	Date prescribed	When to be given	Completed

The dose given to school should be a single, measurable dose in an unbreakable container clearly labeled with the child's name and time the dose should be given. Stock bottles of medicine should not be brought to school.

We cannot undertake to dispense medicine unless there is written, signed instruction from the parents or guardians. We cannot dispense medicines following verbal instructions from a child.

Signature of Parent/Carer.....Date.....

School Signature.....Date.....

Marfleet Primary School

Record of medicines administered in school



All members of staff are to complete this form when they administer any medicines to a pupil

Date	Time	Child's Name	Name of Medicine	Dose	Any Reaction	Name and Signature of Staff	Name and Signature of Witness

EMERGENCY PLANNING

Request for an ambulance to:

Marfleet Primary School

Dial 9 999, ask for an ambulance and be ready with the following information:

1. Your telephone number: 01482 781943

2. Your location:

Marfleet Primary School, Marfleet Lane, Hull HU9 5RJ

3. Give exact location in the school:

_____.

4. Give your name:

_____.

5. Give brief description of pupil's symptoms:

_____.

6. Inform Ambulance Control of the best entrance and state that the crew will be met and taken to the main entrance

Recommended Hospital Visit

Taken to Hospital

In the case of a head bump - please seek medical advice if your child complains of dizziness or nausea today

.....
.....

Detach this section and return to the group teacher

Child's name _____

Date _____

I confirm that I have been informed of my child's injury

Signed _____ (Parent/Carer)

ACCIDENT REPORT CARD

First Aider: _____

Child's Name _____

Today your child has received a minor injury

Date _____ Time _____

Location _____

Details _____

Action taken:

Minor treatment

Child collected

Recommended Doctor Treatment

Recommended Hospital Visit

Taken to Hospital

In the case of a head bump - please seek medical advice if your child complains of dizziness or nausea today

.....
.....

Detach this section and return to the group teacher

Child's name _____

Date _____

I confirm that I have been informed of my child's injury

Signed _____ (Parent/Carer)

HEALTH AND SAFETY - PERSONAL

1. Child and staff protection – aspects of personal safety which involve child protection issues or staff protection issues are detailed in the School Child Protection Policy which should be referred to for further information.
2. Violence – we do not accept violence of any form in school. Procedures in the event of any violence in school are detailed in the School Child Protection Policy and should be referred to for further information.
3. Pets – unauthorised pets are not permitted inside the school building or grounds and parents are requested to tie them up away from the parents and children coming into school.
4. Footwear – the wearing of sensible footwear is recommended for staff and children, to ensure safety inside and outside.
5. Sun Safety – parents – carers are reminded about sun safety in the document given annually. They are aware that children go outside to play every day and it is their responsibility to provide sensible clothing for their child to wear in the sun, to cover shoulders. The school provides each child with a legionnaire style cap. Parents of all children are asked to apply a high factor sun cream before their child comes to school.

SUN PROTECTION POLICY

Why Sun Protection Is Important

Protection from the sun is important because skin cancer is now the second most common cancer in the UK. Its incidence has doubled in the past 20 years and it currently kills about 2000 people each year in the UK. Skin cancer is nearly always caused by over exposure to ultraviolet (UV) radiation, from the sun or a sunbed; sunburn can double your risk of skin cancer. UV radiation is also reflected off light coloured surfaces such as water, sand and snow, which has the effect of increasing its strength. You can even get sunburnt through light cloud and too much sun can also cause heat exhaustion, skin irritation and sun stroke, especially in the very young, as well as thickening of the skin, leading to premature ageing and wrinkles.

On the positive side, 80% of cases of skin cancer could easily be prevented by protecting ourselves from the sun.

Particular care is needed:

- for children and babies as they spend longer outdoors and burn easily
- for very pale skin, fair or red hair
- if you have a lot of moles or freckles
- where there is a family history of skin cancer
- if you spend a lot of time outdoors

Children are particularly vulnerable as their skin is delicate and easily damaged and many skin cancers result from sun damage acquired during childhood. Young children are unable to take responsibility for their own sun protection, so we have a duty to protect them from the harmful effects of the sun at all times, when they are attending school or any other early years setting, as well as when they are at home.

NB: Although black and brown skinned people are at lower risk of skin cancer it is important that this guidance is applied to all children, irrespective of skin colour.

Responsibilities

- Liaise with the appropriate authorities to ensure that there is up to date information
- regarding the management of sun issues and the protection of children from the sun
- Ensure there is a written sun policy/procedure and make it known to staff and parents/carers
- Carry out an audit of outside areas – for shade and risk
- Provide an appropriate environment to maximise the protection of children and staff. Make plans to improve and develop the outside area as appropriate
- Work with parents to raise and reinforce awareness about sun safety and make clear the school expectations, policy and strategies in this area
- Provide 'sun' information and reminders to parents via newsletters
- Ensure that all staff are informed and clear about the sun protection procedures
- Ensure that parents apply sunscreen to children in the morning
- Nominate staff to have responsibility for monitoring sun safety on a day to day basis
- Monitor that all procedures are being followed
- Ensure that all staff are familiar with Child Protection procedures and their implications for this policy

School Staff

- Follow agreed school policies and procedures
- Be aware of Child Protection issues when applying sun screen and follow all agreed Child

- Protection policies and guidance
- Undertake training as necessary
- Teach children how to protect themselves from the sun in order to reduce the risk of skin cancer
- Engage children in activities that promote safe sun behaviour
- Liaise with parents/carers in order to work together for the protection of children
- Act as good role models for children, for example by wearing hats and sunscreen when outside
- Ensure that parents have signed consent forms saying they will apply an appropriate sunscreen, which will give whole day cover
- Ensure that children are not allowed out to play unless they are wearing sun cream and are suitably clothed, when appropriate
- Ensure children have access to (additional) drinks in hot weather
- Report any difficulties with these procedures to the SBM

Parents

- Understand that, as the child's main carer, they have prime responsibility for their child's health and welfare
- Be aware of the Sun Protection Policy and Guidance
- Work with staff to jointly ensure that children never get burned – ensure children are suitably dressed for sunny weather between April and September
- Apply sunscreen cream to their child at the start of the day or purchase and apply a 'sunny' on arrival at school Note that sunscreen cream should be purchased annually as it's strength is reduced by
- 50% after 12 months; children with eczema may need their sunscreen cream to be prescribed by their GP

Sun Safety Code

Cover Up – wear loose, cool clothing to keep the sun off your skin; wear a hat with a wide brim, T-shirt and wraparound sunglasses; make sure you never burn

Protect Children – sunburn during childhood can lead to cancer in later life; keep babies out of the sun completely and remember that children burn more easily

Stay in the Shade – especially during the hottest part of the day, from 11.00am to 3.00pm and during the months of April to September

Use a Sunscreen – SPF25 or higher on any exposed skin; use it an hour before going outside and reapply it frequently and generously

Sun Protection Guidelines

- Staff and children should ensure that they are adequately covered when in the sun
- Legionnaire style (with neck protection) sunhats will be provided for all children; children will be encouraged to wear them outdoors
- Staff will be encouraged to wear hats when in the sun in order to provide a good role model for children
- Have spare clothing for children to wear if not appropriately dressed (e.g. t-shirts to ensure their shoulders are covered)
- Allow children to wear UV protective sunglasses
- Think about creating a suitable outdoor environment
- Provide plenty of shade, for example through planting trees for long-term shade and installing structures such as gazebos or canopies (which can be retractable, fixed or removable), tables with umbrellas etc.

- Move seats and equipment to shady areas
- Timetable outdoor events and activities to avoid the midday sun where possible
- Timetable children to be outside for only very short periods of time during the hottest part of the day
- Wherever possible give children a choice of indoor or outdoor play

Monitoring and Evaluation

The effectiveness of the Sun Protection Policy should be monitored by recording its implementation, monitoring practice and recording any changes in the school environment. Feedback should be gathered from staff and parents and any incidents of sunburn monitored carefully to see if these incidents can be prevented; they should decrease over time.

This policy should be reviewed annually.

SLIPS, TRIPS AND FALLS

Hazard

1. Faulty or incorrect floor covering / or finish.
2. Cluttered routes of access.
3. Climbing on unsafe structures e.g. Chairs.
4. Equipment left on floors during children's play.
5. Outside equipment in use by children.
6. Spilt food at lunchtimes.

Preventative Measures

1. Regular checks of floor surfaces, indoors and out, for trip hazards.
2. Classroom organisation to give routes of access.
3. Keep routes of access clear.
4. PE equipment to be regularly checked and maintained.
5. Policy for the use of ladders, which should be easily available.
6. Storage of materials in accessible places, as far as possible.
7. Regular warnings to parents of the dangers to children of long shoelaces open toed shoes and long tassels on coats.
8. All sand and liquid spillages to be swept/cleaned up immediately.

VIOLENCE AND AGGRESSION POLICY

We all have different perceptions of what we see as violent or aggressive behaviour. There are many forms:

Verbal Aggression - (often accompanied by shouting / swearing) or violence against objects e.g. Banging the desk or overturning a chair.

Threats of Violence - both verbally and with menacing looks/gestures

Physical Abuse - pushing, poking, punching and slapping etc.

Sex related aggression/violence - smutty talk/jokes, exposure, touching and groping etc.

Interference with personal belongings - scratching a car, slashing car tyres etc.

Racist language - taunts etc.

Violence with a weapon - knife, stick, **chair, gun etc.**

Any **behaviour that feels like bullying/intimidation** or any act that a person may feel is abusive to her/him

A key factor in determining whether we have been a victim of aggression is our feeling of upset or injury.

Identifying the risks

- Working alone or in isolation
- In other people's homes (trace-ability)(list of cars/reg no's)(check insurance policies)
- Telling young people/parents things that they may not want to hear
- Unpredictable behaviour

Procedures of dealing with an incident

In the event of a likely threat or aggressive situation, the following procedures should apply:

1. staff deal with situations only if they feel comfortable doing so. If at anytime staff feel unable to confidently deal with a situation, they should send for the Head Teacher. The SBM should be informed later and a recording of the incident kept.

2. If the same situation occurs, i.e. The problem is not resolved, staff should refer the parent/aggressor to the SBM.

In the event of a physical attack to children or staff, the Police should be called.

Any incident of unacceptable behaviour should always be reported and recorded (no matter how minor) on an incident reporting form.

If it is a minor incident there is no need to forward it to the staffing personnel section. However, if these incidents start to occur regularly by the same offender make sure they are all recorded and dated and then forwarded to the staffing personnel section.

Should the violent incident result in physical injury an accident report form must also be completed. Risk assessment needs to be done:

-
- Identifying hazard
- Identifying exposure
- Can it be done differently?
- Protection (changes to physical layout)
- Safety equipment
- Review of Safety Policy

Code of Practice

1. Calm the situation (approach / listening)
2. Mutual understanding (you them) empathy (them you)
3. Now - resolve

Policy on Home Visit Procedures (Health and Safety)

Make list of car registration and mobile phone numbers – make and colour of cars

List left in school – times etc of Home Visits

Last appointments – either return to school or ring in information

Circumstances rarely stay the same e.g., we may learn new information about a parent/neighbourhood that affects staff safety. Staff need to be kept informed and policy reviewed regularly. It needs to be an ongoing process of assessment-policy-practice-monitoring.

VIOLENCE

Hazard

Personal violence between:

- Staff / staff
- Staff / children
- Staff / parents
- Staff / intruders
- Children / intruders
- Children / children

Preventative Measures

- Behaviour policy including guidelines to incidents calling for in-school, parental and/or police responses.
- Visitors signing in procedure
- Code of Practice for calling for help. If a member of staff is in need of assistance, other staff should be alerted by calling.
- If the incident is of a violent nature the police should be alerted immediately.

RESTRAINT AND PHYSICAL HANDLING OF CHILDREN

There are times at School when staff need to restrain or physically handle children.

It is our policy that:

Children who become upset are comforted either by:

- eye wiping/talking/general comforting
- cuddling/holding
- administering First Aid i.e., cleansing wound etc.
-
- Restraint of a child will only take place if:
 - the child tries to leave the security of the building
 - is a danger to himself/herself
 - is a danger to other children
 -

Minimum restraint is used at all times, this usually entails hand holding or simply holding on lap.

Marfleet Primary School

CARE AND CONTROL

(Incorporating Physical Restraint – which is only used by Team Teach trained staff)

The use of Positive Handling to manage Physically challenging behaviour.'

Introduction

The responsibility for the implementation of the policy is the Governing Body of Marfleet Primary School.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

Purpose of Policy

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Marfleet Primary School acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

Implications of the policy.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at
- the school or among any of its pupils, whether the behaviour occurs in a
- classroom during a teaching session or elsewhere within school (this includes
- authorised out-of-school activities).
- self – injuring
- causing injury to others
- committing a criminal offence

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work 'in loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk

The Violent Crime Reduction Act 2006 effective from September 2007 gives schools powers to screen or search pupils for weapons. Should this searching expose staff to unacceptable risks then The DfES guidance on this will need to be followed. For example where it states that: "Searching without consent (Safety reminder). No one should be authorised to do a search before being trained. The power to search should only be used where it is judged to be safe; if the School decides it is unsafe to search they should call the police"

Definitions of Positive Handling.

No legal definition of reasonable force exists however, for the purpose of this policy and the implementation of it in Marfleet Primary School:

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. 2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

3. Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and be stored in an accessible way. Staff have been trained in Team Teach handling techniques

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;

- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.
- Pupils attending this school and their parents have a right to:
- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.
- The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Authorised staff

In this school all staff are authorised to use reasonable force within the context of the Education and Inspections Act 2006 the Use of Reasonable Force to Control and Restrain Pupils'.

The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained in Team Teach.

Authorisation is not given to volunteers or parents. The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Staff from the LEA working within the school.

Support Services will have their own policies for Care and Control of pupils. When working within school it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. It is important that all services policies are cross referenced within one agency or this may lead to potential difficulties re Corporate accountability; to simply say they must have a policy and also be aware of policy may not be enough. Ultimately the Headteacher in the school will be accountable for their actions while in the **school. We would advocate a whole LEA approach where possible.**

Training

Training for all staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

The Governing Body of the school are committed to working within the LA's framework for accessing training in that: -

It will review its Behaviour policy on at least a two-year cycle.

Training will be delivered on a needs based approach and procedures are in place to monitor incidents. Following a behavioural audit and implementation of appropriate risk management procedures

All training will include theory on the following:
Restrictive Physical Intervention National perspective

- Causes of challenging behaviour
- Primary prevention strategies
- Secondary prevention strategies
- Positive behaviour management
- De-escalation
- Risk assessment
- Behaviour support planning
- De – brief
- Effective review of policy following the training

Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

Whilst the Physical techniques used can reduce risk there is always risk when two or more people engage to use force to protect, release or restrain

In addition procedures will be put in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's;

- . age
- . gender
- . level of physical, emotional and intellectual development
- . special needs
- . social context

They should also provide a gradual, graded system of response.

Where appropriate Positive Handling Plans are written for individual children and where possible, these will be designed through multi agency collaboration e.g. when devising Pastoral Support Plans.

Risk Assessments need to be completed against each child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed

Strategies for dealing with challenging behaviour

As endorsed in the school's Behaviour Policy, staff utilise consistent positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspections Act 2006 Section 93

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:

- ✚ that this is the second request for compliance;
 - ✚ an explanation of why observed behaviour is unacceptable; an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from (cite school support structures).
 - Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.
- Examples of situations which fall within one of the first two categories, are:
 - A pupil attacks a member of staff, or another pupil;
 - Pupils are fighting;
 - A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
 - A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
 - A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
 - A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of physical intervention

Policies on restrictive physical interventions are expected to include reference to the following:

Strategies for preventing the occurrence of behaviours which precipitate the use of a physical intervention

. Strategies for 'de-escalation' or 'diffusion' which can avert the need for a physical intervention

. Procedures for post incident support and de-briefing for staff, children, service users and their families

. The concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including

The seriousness of the incident:

The relative risks arising from using a physical intervention compared with using other strategies

The age, cultural background, gender, stature and medical history of the child or service user concerned

The application of gradually increasing or decreasing levels of force in response to the person's behaviour

The approach to risk assessment and risk management employed

The distinction between planned physical interventions (where incidents are foreseeable) in that they have occurred previously and a response planned following an appropriate risk assessment and the use of force in emergency situations (which cannot reasonably be anticipated)

With some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used.

First aid procedures to be employed and those responsible for implementation in the event of an injury or physical distress arising as a result of a physical intervention

Policies should clearly describe unacceptable practices that might expose service users or staff to foreseeable risk of injury or psychological distress.

Consideration must be made to clarify the distinction between:

Inclusion where an adult or child is forced to spend time alone against their will in a locked room or room which they cannot leave.

time out which involves restricting the service user's access to all positive reinforcements as part of the behavioural programme in a room or area which they may freely leave

withdrawal which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities

Wherever possible assistance will be sought from another member of staff.

Positive Handling at Marfleet Primary School is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

Recording

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school Serious Incident Book, statutory for all special school provision.

Appropriate documentation will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty and be signed by all staff involved and the Headteacher.

After the review of the incident, a copy of the details will be placed on the pupil's file.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils.

Where staff have been involved in an incident involving reasonable force they should have access to counselling and support.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

To support the Head & school and ensure objectivity the Link Adviser to the school will be involved with the monitoring process.

Action after an incident

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

Review of Behaviour Programme

Child Protection Procedure (this may involve investigations by Police and/or Social Services)

Staff or Pupil Disciplinary Procedure

School Behaviour Policy

Exclusions Procedure in the case of violence or assault against a member of staff

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Agreed by Marfleet Primary School Governing Body on

.....

Behaviour Management Plan

Name _____ DOB: _____

Date of Plan: _____ Review Date: _____

Key Behaviours that Challenge: _____

Known Triggers: _____

Effective De-escalation Strategies: _____

Effective Rewards	Effective Sanctions
•	•

Post Exclusion Action Plan

Strategies for when the Behaviour Occurs:

1. In the first instance the school uses the green, amber red system, before further strategies are used.

Positive Handling Plan

To be completed if Restrictive Physical Intervention can reasonably be anticipated at some point, as a last resort. This should form an extension to the Behaviour Management Plan, and attached to it.

Risk Assessment completed and attached:

Medical Conditions that should be taken into account before physically intervening e.g.

Asthma, brittle bones

Preferred Handling Strategies

Where (if anywhere) the pupil should be moved to?

What is the preferred move / hold / strategy?

What should staff aim to do?

What de-briefing should take place following the incident?

Signed:

Parent _____ Teacher _____

Headteacher _____ Date: _____

Risk Assessment for Physical Intervention

Identification of Risk			
Describe the foreseeable risk			
Is the risk potential or actual?			
List who is affected by the risk			
Assessment of Risk			
In which situations does the risk usually occur?			
How likely is it that the risk will occur?			
If the risk arises, who is likely to be injured or hurt?			
What kinds of injuries or harm are likely to occur?			
How serious are the adverse outcomes?			
Risk Reduction Options			
Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Risk Assessed by _____ **Date** _____

Agreed by:

_____ **Relationship to Pupil** _____

Intimate Care Policy

2014-2015

Introduction

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure.

The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control. There shall be a high awareness of child protection issues. Staff behaviour must be open to scrutiny and staff must work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Marfleet Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Marfleet Primary School recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

Our approach to best practice

The management of all children with intimate care needs will be carefully planned. The child who requires intimate care is treated with respect at all times; the child's welfare and dignity is of paramount importance.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. One child will be catered for by one adult unless there is a sound reason for having more adults present. If this is the case, the reasons should be clearly documented.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

The Protection of Children

Education Child Protection Procedures and Interagency Child Protection procedures will be adhered to.

All children will be taught personal safety skills carefully matched to their level of development and understanding. (See Child Protection Policy)

Health and Safety

(See School Policy)

Further Guidance

www.dfes.gov.uk/publications/guidanceonthelaw/10_95summary

Additional Guidance

Schools often ask how they can ensure that an individual child's needs are met whilst having regard to the needs of all the other children within the school. There are a number of issues to consider when responding to an individual child's needs. The following advice/strategies are some suggestions as possible ways to actively promote inclusion and the welfare of pupils.

Equipment Provision

All children are expected to have a complete change of clothes which parents monitor in case of accidents.

Changing facilities

These are provided in the school.

Children who have long term incontinence will require specially adapted facilities.

When children need to be changed in school this procedure should not necessarily cause the school a great deal of extra expense. Very few schools have purpose-built toilets suitable to be used by people with a disability. The dignity and privacy of the child should be of paramount concern. An area, which can be made private is available.

Health and Safety

Some schools are concerned about health and safety issues when staff are changing children or dealing with a child who has had an accident and is bleeding.

Staff should always wear an apron and gloves when dealing with a child who is bleeding or Soiled.

Special needs

Children with special needs have the same rights to safety and privacy when receiving intimate care. Additional vulnerabilities that may arise from a physical disability or learning difficulty must be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child those with parental responsibility and the organisation should be easily understood and recorded.

Regardless of age and ability, the views and/or emotional responses of children with special needs should be actively sought (with advocacy arrangements made for those who can't) in regular reviews of these arrangements.

Guidance to safeguard children and education staff with regard to situations which may lend themselves to allegations of abuse

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact.

When physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Children with special needs may require more physical contact to assist their everyday learning.

Extra caution may be required where a child has suffered previous abuse or neglect. Many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience.

Pupils in distress

There may be occasions when a distressed pupil needs comfort and reassurance that may include physical touch such as a caring parent would give. Staff must remain self-aware at all times to ensure that their contact is not threatening or intrusive and not subject to misinterpretation.

Judgement will need to take account of the circumstances of a pupil's distress, their age, the extent and cause of the distress.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice, from their line manager/SDP.

First Aid and intimate care

The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff should be made aware of the task being undertaken.

Regular requirements of an intimate nature for children with specific needs should be planned for. Agreements between the school/organisation, those with parental responsibility and the child concerned should be documented and easily understood. The necessity for such requirements should be reviewed regularly. The child's views must also be actively sought and, in particular, any discomfort with the arrangements addressed.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising Children in a state of undress, another member of staff is present. However, this may not always be possible and therefore, staff need to be vigilant about their own conduct.

HANDLING OF MONEY WITHIN SCHOOL

For the protection of Staff, Pupils and Parents, the following procedures apply when handling money.

School Funds

School Fund is collected, together with dinner and lunchtime fees, on a daily and weekly basis by the office staff.

Spending School Fund

School Fund is used in the following ways:

- Purchases of materials and resources for the use of School staff and pupils.
- Possible subsidy of school trips (coach fare)
-

School Fund. Reimbursement will be at the discretion of the SBM. Staff should present a receipt and completed petty cash form to the SBM for repayment and will be asked to sign on receiving cheque.

School fund accounts should be audited and presented the governors yearly

Dinner Money and Lunchtime Fees

The handling of dinner money and lunchtime fees is the responsibility of the office staff. Payments are made directly to them by parents on a daily and weekly basis. Payments are recorded and banked weekly. Registers are checked weekly to calculate refunds/underpayments.

Fundraising

In the event of fundraising activities, any money raised should be paid directly to the SBM to be recorded and banked. Staff should not take money from parents, but should refer them to the SBM.

Other payments

On some occasions, parents have to make one-off payments for items such as school uniform. These payments should be made directly to the SBM to be recorded and banked.

The safekeeping of money

All money kept on the premises should be locked in a cash box, in a locked cabinet. The SBM holds the keys.

Students are not allowed to handle money.

HEALTH AND SAFETY – GROUNDS

1. Outside play equipment – an approved outside contractor checks the outside climbing equipment annually
2. Safety Surface – the depth of the safety surface under the climbing frame, slide and trim trial is maintained for safety.
3. Playground – the playground is swept regularly to clear leaves, moss etc from the surface that may cause accidents. Any damage to the play surface is reported and repaired as soon as possible. Play equipment is dried before use, if it has been raining.
4. Plants – care is taken not to plant any bushes, trees or plants in the grounds that have poisonous elements. Where we have trees which produce berries these are cut back and the dangers of eating berries is explained to children.
5. School gates – there are two gates at school to ensure that children cannot get out of school straight onto the pavement. From there it is possible for children to come into contact with traffic. Parents are reminded that their child's safety is their responsibility once the child has been handed over to them by the family group teacher.

This policy will be reviewed annually and used as a focus for early staff meetings in

PLAY EQUIPMENT AND SURFACES

1. Only equipment for the age group shall be purchased.
2. Registered persons should check climbing equipment annually.
3. Equipment should be checked by all staff using it, and any faults conveyed to SBM
4. Large equipment should be moved as a 'team effort'. Staff should not lift heavy equipment alone.
5. Children may move equipment appropriate to their age and strength, under adult supervision.
6. Climbing equipment should be sited away from obviously dangerous areas.
7. Any faults in floor surfaces should be reported to the SBM or Site Manager

Marfleet Primary Educational Visits Policy

2014/2015

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Marfleet Primary School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

Improvements in their ability to cope with change.

- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Marfleet Primary School

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff has access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE the web-based planning, notification, approval, and monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that does not involve an adventurous activity.
3. Visit that are overseas, and/or residential, and/or involve an adventurous activity.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Mrs Walker who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVES before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Individual governors may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day visits within the UK that does not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 7 days in advance, and then forwarded to the Head for approval
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Educational Visits Checklist

Marfleet Primary School Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Educational Visits Checklist may be downloaded from EVOLVE Resources.

Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents

Inclusion

Our school supports Inclusion

Use of staff cars to transport pupils – Refer to the LA's guidance document.

Insurance

Our school is covered by the Hull City Councils Insurance Policy
Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- There will normally be a minimum of two adults. Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. Where appropriate, pupils are fully briefed on what to do if they become separated from the group. All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensures that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (Available via www.oeap.info)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.