Glasllwch Primary School

Safeguarding Policy

This policy is a	School Policy following WG / LA guidance
This policy is	Statutory
Areas covered in this policy	Child Protection, Safe Recruitment, Caring for a Sick Child at School, caring for Vulnerable Children, Administering Medicines to Children, Intimate Care, E Safety, Anti Bullying, Welfare, Positive Handling.
Key References	Safeguarding Children in Education Guidance April 2008 All Wales Child Protection Procedures 2008 Safeguarding Children – Working Together Under the 2004 Act Keeping Learners Safe (Jan 2015) Data Protection Act DBS code of Practice School ALN Policy
Staff Area / Subject Leader	Chris Jackson
Link Governor	Gill Hyland
Key Personnel and Contact information in policy	DSO: Chris Jackson Deputy DSO: Jenny Munslow LA Contacts: Nicola Davies, nic.davies@newport.gov.uk (01633 656656) Children.Duty@newport.gov.uk education.safeguarding@newport.gov.uk
Published / Located	School Website www. glasllwch.org.uk Safeguarding file in HT office

Aims of Policy:
● To identify key personnel in each area of safeguarding
● To outline staff / governor roles and responsibilities
● To detail three main elements of child protection: prevention, procedures and support
● To outline information about making a child protection referral
● To identify personnel in school requiring DBS checks
● To ensure the rights of the child are taken into consideration in each area
● To provide references to appropriate, relevant documentation
● To inform staff, governors and parents of the four step approach in our anti bullying policy
● To identify when and where staff would intervene through positive handling of pupils

Previous review date	September 2022
Review date	September 2023
Next review date	September 2024
Reviewed by	GB Policy Committee

Appendix

Training

Personnel	Training
All staff	Level 1
All staff	Prevent
All Governors	Level 1
DSO – Chris Jackson	Level 2
Dep DSO – Jenny Munslow	Level 2
CoG – Kimberley Anthony	Level 1
Gov DSO – Gill Hyland	Level 1

Policies for the Safeguarding of Children

Policies in this document should be read in conjunction with the School Mission Statement and Aims. Policies include:

Part 1: Child Protection

Part 2: Safe Recruitment

Part 3: Caring for a Sick Child at School

Part 4: Caring for Vulnerable Children

Part 5: Administering Medicines to Children

Part 6: Intimate Care
        : Advice for staff at school

Part 7: E Safety

Part 8: Anti Bullying

Part 9: Welfare

Part 10: Positive Handling

CHILD PROTECTION GUIDANCE

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED CHILD PROTECTION PERSON **CHRIS JACKSON**

DEPUTY DESIGNATED CHILD PROTECTION PERSON **JENNY MUNSLOW**

CONTACT NUMBER: **01633 266398**

NOMINATED GOVERNOR FOR CHILD PROTECTION **GILL HYLAND**

KEY CONTACTS WITHIN THE LOCAL AUTHORITY **NICOLA DAVIES/SARAH MORGAN**

CONTACT NUMBERS: **01633 656656**

Children.Duty@newport.gov.uk
education.safeguarding@newport.gov.uk
sarah.morgan@newport.gov.uk
Nic.Davies@newport.gov.uk

Aims

The safety and protection of children is of paramount importance to everyone associated with this school. To this end we aim to have in place robust procedures to ensure that:

- we meet our responsibilities for safeguarding children from abuse
- school personnel are protected against false allegations of abuse

Responsibilities of Governors

Governors have a responsibility to:

- ensure that the child protection policy and all appendices are in place and up to date
- appoint a senior member of staff to act as the designated child safeguarding coordinator
- nominate a governor to liaise with the child safeguarding coordinator
- ensure that staff are appointed in line with safe recruitment procedures
- ensure that CRB checks are undertaken for everyone working with children in our school
- undertake appropriate training about the ways of safeguarding children
- receive an annual report from the Head Teacher
- review the policy annually and make appropriate amendments

The Nominated Governor is: Gill Hyland

Responsibilities of the Designated Person (Headteacher)

The Head Teacher has a responsibility to:

- implement the policy
- monitor the policy
- report annually to the governing body on the effectiveness of the policy
- ensure that all cases of suspected or actual problems associated with child protection are investigated
- keep up to date will all new guidance on safeguarding children
- organise appropriate training for school personnel and governors
- liaise with the Nominated Governor
- annually review the policy

The Designated Person is: Chris Jackson

Responsibilities of the Deputy Designated Person (Deputy Head Teacher)

The Deputy Designated Person has a responsibility to:

- assist the Head Teacher in the implementation of this policy

The Deputy Designated Teacher is: Jenny Munslow

Responsibilities of School Personnel

School personnel have a responsibility to:

- be aware of this policy and procedures
- be aware of the names of the designated teachers
- understand the signs of harm and abuse
- know how to report any suspected case of harm or abuse

Parents: Parents are aware that we have a responsibility for the welfare of all our pupils and that we have a duty to involve Social Services if we have any concerns about a child.

Part 1: Child Protection Policy

Child Protection Policy following the Safeguarding Children in Education Guidance April 2008 and in line with The All Wales Child Protection Procedures 2008.

Introduction

1.1 The school fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

A. Prevention through the teaching and pastoral support offered to pupils;
B. Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
C. Support to any pupils who may have been abused.

1.2 This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the schools procedures as noted in this policy.

Prevention

2.1 This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard children at our school.
The school will therefore:-

A. Establish and maintain an ethos where children feel secure and encouraged to talk and share their concerns and where they will be listened to;
B. Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them, their siblings or friends.
C. Include in the curriculum, activities and opportunities for Personal and Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help; and
D. Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life,
E. Particularly with regard to childcare and parenting skills.

Procedures

3.1 At this school we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been endorsed and agreed by the Newport Safeguarding Children Board. (NSCB)

3.2 The school will:-
A. Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikelihood that both are absent or unavailable the most senior person will act as contact point for other staff.
B. Recognise the role of the designated person and arrange support and training. The school will look to the NSCB and in particular the Authority's Child Protection Officer for Education (CPO) for guidance and support in all child protection matters in assisting the school's designated person.
C. Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:-
   -the name and contact details of both the designate and deputy person responsible for child protection;

> **Designated Person – Chris Jackson (Head Teacher)**
> **Deputy – Jenny Munslow (Deputy Head Teacher)**

   -that it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within NSCB timescales, by completing the agreed Duty to Refer form. That the designated person and deputy will seek advice from the CPO and or Social Services Duty and Assessment Team if necessary when a referral is being considered; **if in doubt a referral must be sent.** That the referring person will ensure that the CPO will be sent a copy of the referral as soon as it is practically possible.

D. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school (at least annually).

E. Ensure that parents have a clear understanding of the responsibility placed on the school and its staffs for child protection by setting out their obligations in school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.

F. Provide training for all staff so that they know:-

    i)   their personal responsibility;
    ii)   to be cognisant of agreed local procedures (NSCB)
    iii)   the need to be vigilant in identifying suspected cases of abuse; and
    iv)   how to support a child who discloses abuse, particularly the do's and don'ts

G. Notify the CPO and Social Services if:-

    -   a pupil on the child protection register is excluded either for a fixed term or permanently; and
    -   if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)

H. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups; and support these with the submission of written reports.

I. Keep written records using Edukey of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.

J. Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.

K. Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools.

L. Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the Authority's Human Resources Department on recruitment and selection.

M. Seek to designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will feed back to the Governing body on child protection matters as and when required and will give a verbal annual report to the body on the school's child protection activities.

Designated Governor – Gill Hyland

Supporting the pupil at Risk

4.1 At this school we recognise that children who are at risk, suffer abuse or witness domestic or other violence are often affected by these in adverse ways, some may be deeply troubled by these events.

4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

4.3 The school will endeavour to support the pupil through:-

A. The content of the curriculum to encourage self - esteem and self - motivation (see section 2 of this policy on Prevention);
B. The school ethos which:-
  i)   promotes a positive, supportive and secure environment; and
  ii)   Gives pupils a sense of being valued (see section 2 on Prevention);

C. The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self - worth. The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school brochures and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.
D. Liaison with other agencies who support the student such as Social services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and others; and
E. Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

4.4 When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.

Behaviour
4.5 This school has a behaviour policy which clearly states our values and expectations. This is a separate policy within our Safeguarding Policy which is reviewed on a regular basis by the Governing Body and can be located on the staff shared area in 'Policies' as well as in the Head Teachers office.

Bullying
4.6 The school's policy on Bullying has been set out in a separate document as part of Safeguarding. It can be located on the staff shared area in 'Policies' as well as in the Head Teachers office.

Physical Intervention
4.7 The school's policy on Physical Intervention has been set out in a separate document as part of Safeguarding. It can be located on the staff shared area in 'Policies' as well as in the Head Teachers office.

E Safety
4.8 The school's policy on E Safety has been set out in a separate document as part of Safeguarding. It is also part of the schools IT policy. It can be located on the staff shared area in 'Policies' as well as in the Head Teachers office.

Children with Statements of Special Educational Needs (SEN)
4.9 This school recognises that children with behavioural difficulties and disabilities are statistically most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN can be located on the staff shared area in 'Policies' as well as in the Head Teachers office.

Children who enter the Looked after System
4.10 This school recognises that children who enter the Looked after System are often the most vulnerable and needy. The school's policy on Children who are Looked After (CLA) has been set out in the ALN Policy.

Radicalisation

4.11 The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the *Prevent* Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

Mandatory reporting of FGM

4.12 The school is aware of its duty to report known cases of FGM to the police (*section 74 of the Serious Crime Act 2015*). Where staff *suspect* FGM may have been carried out or think a girl *may be at risk* then the school will follow existing safeguarding procedures in these cases.

Domestic Abuse and Gender-based violence

4.13 This relates to: physical, sexual, psychological, emotional or financial abuse where the victim lives with or is related to the abuser. Men, women and children can be victims.

Children in families where there is domestic abuse are at risk of being harmed.

Gender based violence – is violence or threats of violence that comes from beliefs or customs relating to gender.

Sexual violence – includes exploitation, harassment or threats of a sexual nature.

There are often links between domestic abuse and child abuse. Where schools know or suspect there is domestic abuse in the home then the DSP for Child Protection should take appropriate action.

Further guidance can be found in: 'All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse'

Whistleblowing Policy

The school's whistleblowing policy has been set out in a separate document. This policy/information can be located on the staff shared area in 'Policies' as well as in the Head Teachers office.

Information for all staff

5.1 What to do if a child tells you they have been abused by a member of staff or someone other than a member of staff.

Where the allegation is against a member of staff you should refer to the LA's guidance which takes into account the Welsh Assembly Government's guidance circular 45/2004. This guidance can be found on the Newport City website

If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher. If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Authority's CPO for guidance and advice.

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;

- You must report orally to the school's **Designated Person for Child Protection or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the school;

- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours). This should be done on the **Edukey** system and should also be passed on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it being the initial contact an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings;

- Do not give undertakings of absolute confidentiality (see note following this section for more details). You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the designated person. Often what is initially shared is the tip of an iceberg;

- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know and however it is shared is strictly confidential and not for general consumption with others.

Confidentiality

6.1 The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. (ie. not discussed with other staff) Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Training

The school will be cognizant of national and local training requirements and guidance, which will include Newport Safeguarding Children Board's (NSCB) guidance, advice and training opportunities.

7.1 The school will ensure that the Designated Person for Child Protection (DCP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DCP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be considered.

7.2 All staff training will be regularly updated during the year as appropriate by the designated person and will receive specific awareness raising training within a 2-3 year period.

7.3 The governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

Part 2: Safe Recruitment (including DBS Disclosure Checks)

Aims

To have in place clear procedures for CRB Disclosure checks for all school personnel, volunteers and new appointments in order to ensure the safety and welfare of children and young people.

In line with our commitment to the safety and welfare of children we are fully committed to the procedures and arrangements of the Criminal Records Bureau and Independent Safeguarding Authority.

This policy complies with the Welsh Assembly documents:

- "Safeguarding Children – Working Together Under the 2004 Act"
- "Safeguarding Children in Education 005/2008"
- the Data Protection Act
- CRB code of Practice.

This policy will be revised to comply with the ISA Vetting and Barring Scheme requirements.

We acknowledge the immense importance of the CRB in providing access to Disclosure checks for school personnel, volunteer helpers and for new appointments to this school.

Enhanced disclosures will be applied to the following categories:

The Headteacher, Teachers, Teaching Assistants, Supply Teachers, Students, Administrative Staff, Volunteer Helpers, Caretaker.

Employers of the following groups are responsible for ensuring their staff have enhanced CRB checks:

- Cleaning and catering staff
- Holiday clubs such as 'Superstars' who use school

This will be checked by the Headteacher.

DBS disclosures will not be applied to the following as it is felt that they will have very little, if any, contact with children, they will be escorted whilst on the school premises or that they will work under the supervision of a teacher:

- Governors (CoG and Vice CoG have been CRB checked)
- Secondary pupils on work experience
- Representatives from educational firms
- Contractors
- Occasional school event volunteers

We will consider any person with a criminal record equally with others applying for any vacant post at this school unless their DBS disclosure check indicates that they present a risk to children.

Roles

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure DBS disclosures are in place
- adopted the LA DBS Disclosure Policy
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- implement this policy
- ensure all school personnel and volunteer helpers are aware of it;
- monitor and evaluate the effectiveness of this policy

In compliance with the CRB Code of Practice and the Data Protection Act all Disclosure information and records of all school personnel will be safely handled, securely stored, retained and disposed of in a secure manner.

We have in place Single Central Record which records the receipt of all satisfactory DBS Disclosures.

Part 3: Caring for a Sick Child at School.

Aim:
To have in place appropriate procedures to deal with children who become ill at school. Everyone associated with our school recognises that we have a duty to ensure the health and well being of all children in order for them to be successful learners in a learning environment that is clean, healthy and safe for everyone. Therefore, it is our responsibility to deal with all children who become sick at school in a kind and caring manner.

We believe that if a child is displaying signs of illness then a parent/carer has a duty not to send their child to school. Likewise school personnel have a duty to assess the condition of any child who is thought to be unwell and to contact the parent/carer requesting the child should be taken home.
We are aware that all children are subject to coughs and colds at sometime and these should not prevent them from attending school. But we do ask parents/carers not to send their children to school if they are showing signs of vomiting, diarrhoea, any type of rash, conjunctivitis, flu, chicken-pox, mumps, measles or high temperature.

We recognise the importance of working closely with parents/carers and we believe we have good lines of communication in place. But in order to ensure the health and well being of all children everyone must be aware of their role and responsibilities when a child is displaying signs of illness.

We believe it is only correct for a child suffering from an infectious or contagious disease to be excluded from school until they are fully recovered. We have a duty of care for all pupils and school personnel and, therefore, we request parents to consult with their GP before their child returns to school and if need be we will seek advice from the Local Health Authority.

Roles
Role of the Governing Body
The Governing Body has:
- delegated powers and responsibilities to the Headteacher to put into place procedures to ensure sick children are identified and are cared for appropriately
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the The Headteacher
The Headteacher will implement procedures to:
- protect the health and safety of children and school personnel
- deal with children taken ill at school
- ensure school personnel and parents are aware of this policy
- organise first aid training for designated members of staff
- ensure that children's records and emergency contact numbers are kept up to date
- monitor the effectiveness of this policy

Role of School Personnel

School personnel will:

- ensure compliance with this policy
- assess the condition of any child thought to be unwell in a kind and caring manner
- notify the school administrator of any child taken ill
- ensure that a child's parents/carers are made aware of their concerns about the child's health
- ensure the comfort of an ill child by ensuring that someone stays with them while awaiting for the parents to arrive
- seek immediate medical advice if a child is in danger
- call for an ambulance
- in cases of emergency, make every effort to contact the child's parents immediately
- escort a child to hospital in the absence of a child's parents
- ensure records are kept of all children taken ill and sent home while at school
- issue specific health guidelines/advice as appropriate
- in the case of chronic illness, individual medical plans and risk assessments will be put in place supported by the school link nurse and reviewed and revised as appropriate.

Role of Parents

Parents/carers will be asked to:

- notify the school of any changes to their contact details
- co-operate with the school by keeping their child at home if they are unwell or showing any signs of vomiting, diarrhoea, any type of contagious rash, impetigo, flu, chicken-pox, mumps, measles or high temperature
- consult with their GP if their child is suffering from one of the communicable diseases
- inform the school if their child is not their normal self when brought to school but is not showing any signs of illness.

Part 4: Caring for a Vulnerable Child at School

Aims
- To ensure that all school personnel are aware of their responsibilities for safeguarding and promoting the welfare of children
- To have in place clear structured procedures to identify and report suspected cases of child abuse
- To provide support and guidance for pupils identified as being vulnerable.

We consider a child to be vulnerable if they are:
- children who are looked after
- regularly bullied (including cyber bullying)
- suffering from neglect, physical abuse, sexual abuse or emotional abuse
- suffering from bereavement
- refugees/asylum seekers
- the main carer within the home
- children with a disability
- excluded from school

We believe we have worked hard to create and maintain an ethos in which we provide care, support and guidance so that pupils feel secure and confident enough to talk if they are experiencing difficulties. Pupils understand that we are prepared to listen to them and we value their views.

We ensure that all school personnel receive regular training in safeguarding techniques so that we are able to recognise the signs and symptoms of suspected child abuse and that they are aware of the procedures of reporting such cases.

We have in place an effective system for monitoring those children identified as being vulnerable and excellent lines of communication with external support agencies.

Part 5: Administering Medicines

We acknowledge that under the standard terms and conditions for the employment of teachers there is no legal duty for them to administer or to supervise a child taking medication.

No non emergency medicines will be administered by staff.

Parents / carers can make arrangements to administer non-prescription or prescription medicine at lunch time or during the school day if required.

Aims
- To outline the procedures for administering emergency medicines to pupils.

Procedure

Role of the Governing Body

The GB has:
- appointed a member of staff to be the Coordinator for Health and Safety, who is currently the Headteacher – Chris Jackson
- a responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:
- ensure the administration of emergency medicines by putting into practice effective strategies and examples of good practice
- inform parents of the school policy via the school prospectus
- ensure parents review medicines held in school to ensure that they are still in date
- organise appropriate training for the administration of inhalers or epipens

Role of the Designated Person/s

Members of the school personnel who have volunteered to administer or supervise the taking of medication will:
- be up to date with the Individual Health Care Plans for those pupils with specific medical needs or emergency medication such as asthma inhalers or epipens

Role of Parents/Carers

Parents/carers must provide:
- written permission by completing the Medication Consent Form
- take responsibility for ensuring asthma inhalers and epipens held in school are in date
- sufficient medical information on their child's medical condition
- the medication in its original container
- sufficient medicine for the dosage to be given in school

Administration of Prescribed Medicines

Members of the school personnel who have volunteered to administer or supervise the taking of medication will:
- be aware of Individual Health Care Plans and of symptoms which may require emergency action
- read and check the Medical Consent Forms before administering or supervising the taking of medicines
- check that the medication belongs to the named pupil
- check that the medication is within the expiry date
- inform the parent if the medication has reached its expiry date
- confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage
- always take appropriate hygiene precautions

Medication Record

The following information must be supplied by the parent/carer:
- Name and date of birth of the child
- Name and contact details of the parent/carer
- Name and contact details of GP
- Name of medicines
- Details of prescribed dosage

- Date and time of last dosage given
- Consent given by parent/carer for staff to administer medication
- Expiry date of medication
- Storage details

Security
All medications will be kept in a secure place and accessible only to the designated persons

Educational Visits
On educational visits a designated person will also attend in order to administer medications

Sporting Activities
We will ensure that pupils have immediate access to asthma inhalers during sporting activities in the school day and during extra-curricular clubs.

Part 6: Intimate Care

We believe intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

We have a duty to safeguard children and school personnel at all times. We aim to develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, be treated with dignity and respect, become involved and consulted about their own intimate care with school personnel that are specially trained in intimate care procedures.

We aim to treat every child as an individual treating them as gently and as sensitively as possible.

Aims
- To safeguard the rights of children.
- To safeguard school personnel trained in intimate care procedures.

Role of the Governing Body
The GB has:
- delegated powers and responsibilities to the Headteacher in the delivery of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher
The Headteacher will ensure:
- all school personnel are aware of this policy
- all parents are aware of this policy
- that new developments, resources and equipment are brought to the attention of the appropriate school personnel
- that this policy is monitored and evaluated and any recommendations for improvement are reported to the GB

Role of School Personnel with Responsibilities for Intimate Care
School personnel will:
- be professional in their duties at all times
- be respectful of a child's needs
- preserve a child's dignity and respect with a high level of privacy, choice and control appropriate to the child's age and situation
- be aware of their own limitations
- promote positive self-esteem and body image
- work in partnership with parents/carers
- report any concerns they have about a child
- report any concerns they have about a colleague's intimate care practice
- be aware of the danger of allegations being made against them
- take precautions to avoid risk

Role of Parents
Parents will:
- advise the school of any known intimate care needs relating to their child;
- be involved with their child's intimate care arrangements on a regular basis.

Rights of the Child
All children have the right to be treated:
- with sensitivity and respect in such a way that their experience of intimate care is a positive one;
- by professionals suitably trained and assessed to be competent to undertake procedures in intimate care.

Monitoring the Effectiveness of the Policy
The effectiveness of this policy will be reviewed annually, or when the need arises. The necessary recommendations for improvement will be made to the governors.

Advice for Staff at School
**(taken from National Employers' Organisation for School Teachers (NEOST) Guidelines
and from General Teaching Council for Wales (GTCW) Guidelines.**

1.1 **Private meetings with pupils**
(a) Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. While there will be occasions when a confidential interview or a one to one meeting is necessary, wherever possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby.

Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

(b) Meetings with pupils away from the school premises should only be arranged with the specific approval of the head teacher.

1.2 Physical Contact with pupils

(a) Physical contact may be misconstrued by a pupil, parent or observer.

Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.

(b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

1.3 Where physical contact may be acceptable

(a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the headteacher.

(b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

(c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil he/she should make a written report of the incident in the form prescribed by the school's policy on restraint.

1.4 Caring for pupils with particular problems

(a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.

(b) Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult, and pupils should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all circumstances.

Teachers should ensure that:
- They are aware of the potential dangers of being in a one-to-one situation with a pupil at any time but especially outside the school setting. This includes:
  - giving lifts to pupils
  - visiting their homes or contact in a social context
  - photographing or videoing of pupils which must comply with school guidelines
- They conduct conversations with a pupil about sensitive issues professionally
- They have regard to the safety and welfare of pupils.

Teachers should ensure that they do not:
- have inappropriate physical contact with pupils
- engage in personal correspondence with pupils
- discuss their own personal relationships with pupils
- swear at pupils, use offensive names or make inappropriate remarks about their gender, race, religion, sexual orientation, appearance, age, language or special needs.

<u>Part 7: E Safety</u>

The purpose of this policy is to ensure that all staff parents and governors understand and agree the school's approach to e-safety. E-safety relates to the education of using new technology responsibly and safely, focusing on raising awareness of the core messages of safe content, contact and commerce when using technology. This can include accessing websites and online content, video conference and live streaming, use of VLEs (Virtual Learning Environments), email, mobile phones, gaming and games consoles, social networking sites, instant messaging (IM), viruses and spam as well as personal publishing.

There are a number of key risks to using new technologies, including:
- Physical danger
- Sexual abuse
- Bullying
- Identity theft
- Illegal behaviour
- Exposure to inappropriate content
- Obsessive use of ICT
- Copyright infringements

The importance of internet and digital communications

The internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality internet access as part of their learning experience. Technology, internet and digital communications use is a part of the statutory curriculum and a necessary tool for staff and pupils.

Other Related Policies

The school's e-safety policy will operate in conjunction with other policies including:
- Learning and Teaching
- Anti-Bullying
- Child Protection
- PSE Policy
- ICT/Curriculum

- Data Protection
- Security
- Health and Safety

These policies / statements are set out in separate documents and are reviewed regularly by the governing body. Sanctions for the misuse of technology are consistent with sanctions for other inappropriate behaviours.

The purpose of this policy is to:

- Through consultation with pupils and staff establish the ground rules we have for using the internet and electronic communications such as mobile phones, collaboration tools and personal publishing both inside and outside of school. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users, to enable them to control their online experience
- Describe how these fit into the wider context of our discipline and PSE policies
- Demonstrate the methods used to protect children from sites containing pornography, racist or politically extreme views and violence
- Understand that accessing inappropriate sites accidentally is not something to feel guilty about and that any such incident should be reported to staff immediately.

E-Safety Audit

Does the school have an e-Safety Policy?	**Yes**
The policy was agreed by governors in:	
The policy is available for staff at:	**School T-Drive**
The policy is available for parents, carers and the wider community at:	**School Website**
The designated Child Protection Officer is:	**Chris Jackson**
The designated e-Safety Coordinator is:	**Paige Glencross**
Is e-Safety training provided for pupils, staff and governors?	**Yes**
Do all staff sign an ICT Code of Conduct on appointment?	**Yes**
Have school e-Safety rules been set for pupils?	**Yes**
Do pupils sign an agreement that they will comply with the school e-safety rules?	**Yes**
Internet access is provided by an approved educational internet service provider and complies with DfES requirements for safe and secure access.	**Yes**
Is personal data collected, stored and used according to the principles of the Data	**Yes**

Protection Act?	

Writing and reviewing the e-Safety policy

The e-Safety Policy relates to other policies including those for ICT, bullying and for child protection.

- The school has an appointed e-Safety coordinator: Paige Jenkins
- The nominated e-Safety governor is: G. Hyland
- The school's e-Safety coordinator is responsible for the leadership of the e-Safety group
- The roles of the designated Child Protection coordinator will sometimes overlap
- Our e-Safety Policy has been written by the school. It has been agreed by the school's e-safety group and is approved annually by governors. Updates to the policy may be informed by pupil and parental feedback.
- The e-Safety Policy and implementation will be reviewed annually

The role of Digital Technologies in Teaching and Learning

Digital Technologies is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality digital technologies as part of their learning experience. Digital Technology use is part of Science and Technology Area of Learning and Experience and DCF and a necessary tool for staff and pupils.

Benefits of using internet in education include:

- access to world-wide educational resources
- educational and cultural exchanges between pupils world-wide
- vocational, social and leisure use in libraries, clubs and at home
- access to experts in many fields for pupils and staff
- staff professional development through access to national developments and training opportunities
- materials and effective curriculum practice
- communication and collaboration with support services, professional associations and colleagues
- improved access to technical support including remote management of networks and automatic system updates
- exchange of curriculum and administration data with the Local Authority and the Education Achievement Service
- Access to learning wherever and whenever convenient.

Internet use will enhance learning

- The school internet access is designed by Newport City Council and it includes filtering appropriate to the content and age of pupils
- The school use CEOP ThinkuKnow materials together with the SWGfL Digital Literacy & Citizenship materials in a progressive program which ranges from Nursery to Year 6.
- Pupils will be taught what internet use is acceptable and what is not and given clear objectives for internet use
- Pupils will be educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation
- Pupils will be shown how to publish and present information to a wider audience
- As it is, a requirement of the National Curriculum orders for ICT and DCF skills to be taught and applied in other subjects.

Evaluation of internet content

- The school ensures that the use of internet derived materials by staff and pupils complies with copyright law

- Pupils will be taught how to report internet content they find unpleasant.
- Pupils are taught (where appropriate) to be critically aware of the materials they read and are shown how to validate information before accepting its accuracy.

Teaching and Learning

Introducing the e-Safety policy to pupils:

- In the Foundation Phase access to electronic technologies will be by adult demonstration with directly supervised access to specific, approved online materials, apps and devices. E-Safety rules will be introduced and reinforced during these sessions (as appropriate to the age of the pupils).
- Instruction in responsible and safe use will precede internet access in KS2.
- Pupils will be informed that network and internet use will be monitored and appropriately followed up.
- E-safety training will be embedded within the ICT/DCF scheme of work and supported by recognised educational websites guides to e-safety for primary schools.
- E-safety will be taught from Nursery to Year 6, following the Digital-Literacy Cymru resources and e-safety resources on the Hwb. E-safety will be taught a minimum of once a half-term. E-safety assemblies will take place at least once a half term.
- All children will sign a Pupil Acceptable Use Policy at the start of an academic year and staff will make regular references to this policy throughout the year.

Home/Blended/Distance Learning – Online Platforms

Online learning platforms are used to share Home Learning on a weekly basis but also for Distance Learning when individual children, or whole cohorts of learners, are isolated due to Covid-19 restrictions or other reasons. Staff use Seesaw and Google Classroom (KS2 only) to share learning activities and communicate with children and parents/careers.

Seesaw (Seesaw Family App)
Parents/carers are:
- able to access their child's learning journal on Seesaw via the Seesaw Family app using the unique QR code invite stuck in the front of their child's Home Learning book.
- only able to access their own child's learning journal, they do not have access to other children in the class's learning journal.

Children are able to:
- access their own learning journal to upload their learning for their class teacher to see via the Seesaw Class app.
- access their learning journal using their unique home/distance learning QR code which is stuck in the front of their Home Learning book.
- document their learning by uploading images, videos, voice recordings, drawings, links and documents via the Seesaw Class app. This data can only be viewed by the child's parents/carers (via the Seesaw Family app) or the child's class teacher and teaching assistant (via the teacher's Class Seesaw app). Seesaw does not own the data published on its app.
- parents are discouraged to use their child's Seesaw account to contact their child's class teacher. Communication should be through the office.

Google Classroom

KS2 staff often use Google Classroom as a platform to assign home/distance learning tasks and communicate with KS2 children. KS2 children have access to their year group's Google Classroom which they access using their Hwb login details (stuck in the front of their home learning book). Class Google Classroom pages can only be accessed by the class teacher or class teaching assistant using their Hwb login details. Parents/carers are able to access their child's Google Classroom page using their child's Hwb login details. Both children and staff are able to add 'class comments' which is visible by all users connected to the class account. Children are also able to add 'private notes' which only the class teacher or teaching assistant can see and respond to. e-Safety rules around appropriate commenting and sharing are discussed with KS2 children on a regular basis.

Live-Streaming and Video-Conferencing

In the unlikely event that periods of Distance and Blended Learning occurs, we endeavor to provide a digital learning programme to support our Distance Learning and Blended Learning approaches at Glasllwch.

Safeguarding is an integral principal of digital learning. The safety and welfare of learners is paramount and takes precedence over all other considerations. All video-conferencing or live-streamed lessons/sessions at Glasllwch will be carried out via Hwb using Microsoft Teams. This section of the policy provides information on how video-conferencing and live-streaming can be used safely and securely.

Agreements from staff, families and learners will need to be in place for all those involved in video-conferencing and live-streaming lessons/sessions. In this policy the agreements will communicate clear expectations of all parties and identify actions that will be taken if the agreement is not adhered to. (Appendix 1 – 3)

Any video-conferencing or live-streaming should be done on a voluntary basis – staff must willingly undertake video-conferencing or live-streaming lessons/sessions.

Glasllwch Primary School will maintain a central record of all online events alongside a list of attendees of all video-conferencing and live streaming events. After each video-conferencing or live streaming session, staff will save the attendees list generated by Microsoft Teams.

All staff are directed to the Welsh Government document: *Live-streaming and video-conferencing: safeguarding principles and practice*, updated September 2020. LINK This document outlines key considerations for safe practice when using video-conferencing and live-streaming.

What is video conferencing?

Video conferencing is a **synchronous approach** involving multiple parties with the option for each participant to turn on cameras and audio. It requires all participants to take part at the same time.

Possible uses:
- Facilitate staff meetings.
- Conducting virtual meetings, e.g. ALN appointments, EAS meetings.
- Deliver small group pastoral or teaching sessions.
- Deliver whole class lessons.

Intended benefits:
- Gives participants an opportunity for face-to-face contact in real time.
- Facilitates interactions.
- Positive impacts on learner engagement and well-being.
- Useful for keeping in contact with learners.
- Feedback to learners is instant and interactive.
- Useful in areas where access to particular courses or subjects is limited for geographical reasons.

- Enables individualised support.
- Can be used to enable children and young people to keep in contact with their peer learners and engage in group learning, for example, discussions

What is live streaming?
Live-streaming events is an **asynchronous approach** involving a video flow from a broadcaster to viewers. Viewers cannot be seen or heard although there may be functionality to interact via typed messages. Live-streamed events can be watched live or can be accessed after it's been recorded.

Possible uses:
- Deliver class lessons to learners.
- Deliver to large groups / phases and whole school assemblies.

Intended Benefits:
- Live-streamed events offer flexibility as the lessons can be accessed at a time convenient to a learner and/or their family.
- It might be easier for parents/carers and learners to manage at home.
- Although there is no verbal or visual interaction available to the viewer, if watching live, participants may be able to ask questions using the chat facility allowing for some interaction.

The differences between lessons and sessions
This guidance refers to video-conferencing and live-streaming lessons and sessions. For the purpose of this guidance:
- a **lesson** refers to the delivery of a classroom lesson – whether this is through video-conferencing or through a live-streamed event
- a **session** refers to instances outside of a typical lesson where there may be only one learner present such as a well-being catch-up session with a learner or an ALN appointment.

Key principles – safeguarding at the core
- Whether learners are at home or in the classroom, safeguarding and welfare of learners is paramount and takes precedence over all other considerations.
- At all times stakeholders should continue to follow the Glasllwch Child Protection and Safeguarding Policies. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching or interactions.
- As stated within this policy, our school policies for online safety, staff and learner well-being, safeguarding and distance learning reflect how video-conferencing and live-streaming will be carried out and monitored.
- Policies and procedures for reporting incidents of misuse will be followed at all times. As outlined in the *Keeping Learners Safe* guidance.
- Any safeguarding concerns about a child should be discussed with the Designated Safeguarding Person (DSP) for our school ensuring any concerns are reported as soon as possible. If unable to contact the DSP for Glasllwch Primary, contact the local authority Children's Services Team and report your concerns. If a child is in immediate danger, then contact the police on 999.

Supporting links:

https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice

https://gov.wales/keeping-learners-safe

https://hwb.gov.wales/distance-learning

Video conferencing sessions with a learner
- There may be **exceptional circumstances** (such as counselling sessions, appointment with an Education Psychologist or SENCo/ALNCo) where the nature of the conversation requires a **confidential** one-to-one session with a practitioner, as would be normally conducted in a school/setting. Each individual session **must** be considered and agreed by the Headteacher who is also the Designated Safeguarding Person. Consent **must** also be granted and recorded from the learner's parents/carers. Written acknowledgement of the session should be placed on file in accordance with local data storage arrangements.

Learner behaviour and etiquette
Setting out acceptable behaviours and expectations from the outset is essential for ensuring an effective and orderly lesson/session. **Practitioners** should:
- Make sure all parties have signed the relevant acceptable use agreements.
- Clearly communicate that 'classroom standard' of behaviour is expected from all participants – creating and agreeing clear ground rules.
- Remind learners continually about agreed rules at the start of each lesson/session and outline how they can raise concerns if required.
- Join the lesson/session before the scheduled time to ensure a proper connection.
- Make all learners aware at the outset if the lesson/session is being recorded.
- Ensure all learners leave the session when asked to - the teacher will be last to leave.
- Encourage learners to use the chat, mute/unmute and the hand up/raised hands functions to make the most of the lesson or session.

Practitioner will use our agreed school '**Live-Learning e-Safety Rules'** (Appendix 9) with children during e-Safety sessions within school.
Practitioners may work with learners to adapt the agreement (Appendix 3) to create their own class charter taking into consideration children's rights as the basis to develop its key principles, including the rights to:
- be safe
- learn
- express an opinion
- equality and non-discrimination
- privacy
- develop talents and skills to the full

Setting up live-streaming and video conferencing
Class teachers will set up the video call via Microsoft Teams. Each year group has a Class Teams which all children and staff in the class are part of. Class teachers will schedule a 'meeting' which children can access using their Hwb log in details. Details about the time of the 'meeting' will be shared with children and parents/carers on Seesaw. Staff will ensure that enough notice is given for each 'meeting.' Children are encouraged to access the class 'meeting' through Hwb, not using their own or parent/carers email. After each video-conferencing or live streaming session, staff will save the attendees list generated by Microsoft Teams. It is imperative that both parents/carers and children follow our '**Live-Learning e-Safety Rules'** (Appendix 9).

Managing Internet Access and Technologies

Information system security (managed by SRS):
- School ICT systems security will be reviewed regularly
- The school ICT systems, capacity, security, filtering and virus protection is the responsibility of the LEA.
- Virus protection will be updated regularly
- Unapproved system utilities and executable files will not be allowed in pupils' work areas or attached to email.

- Files held on the school's network will be regularly checked.
- Portable media, such as memory sticks and CD-ROMs, may not be used by pupils without specific permission followed by a virus check
- Staff will use encrypted memory sticks to carry pupil information. This information will not be stored on home systems.

Password Policy

Pupils

- Pupils Hwb passwords are generated from Hwb admin account. Pupils will be taught the importance of password security and made responsible for the security of their username and password. They must not allow other users to access the systems using their log on details.

- Hwb passwords for new users, and replacement passwords for existing users will be allocated by Jenny Munslow (Deputy Headteacher) and Paige Glencross (e-Safety co-ordinator).

Staff

- All staff have secure passwords that comply with LEA guidelines. These may be changed on request.
- Passwords for new users, and replacement passwords for existing users will be allocated by Jenny Munslow (Deputy Headteacher) and Paige Glencross (e-Safety co-ordinator).

E-mail

E-mail is an essential means of communication for both staff and pupils. Directed email use can bring significant educational benefits and interesting projects. However, un-regulated e-mail can provide a means of access to a pupil that bypasses the traditional school boundaries. In the school context, therefore, e-mail is not considered private and is monitored by staff, whilst trying to achieve a balance between monitoring that is necessary to maintain the safety of pupils and the preservation of human rights, both of which are covered by recent legislation.

- Foundation Phase and KS2 pupils will explore the skills of e-mail through Hwb.

- Pupils will only use approved Hwb email accounts on the school system where contacts have been made and approved between organisations such as partner schools. Pupils may not access personal email accounts in school

- The class teacher's Hwb email account will be used at Foundation Phase, while learners at KS2 use individual Hwb email addresses for educational use

- Staff are only allowed to use their school Hwb email accounts to email work related contacts and pupils.

- Pupils must immediately tell a teacher if they receive an offensive email on Hwb.

- In email communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission

- Incoming email should be treated as suspicious and attachments not opened unless the author is known

- E-mail sent to an external organisation is written carefully and authorized before sending

- The forwarding of chain letters is not permitted

- The sending of abusive or inappropriate email messages is forbidden

Publishing pupils' images

The use of digital/video images plays an important part in learning activities. Pupils and staff may use class iPads to record evidence of activities in lessons and out of school. These images may then be used on classroom displays, Twitter, SeeSaw, school website, presentations and newsletters, shared with the LA and EAS.

- Photographs that include pupils will be selected carefully and will comply with digital imagery consent. Written permission from parents or carers will be obtained before photographs and videos are published on the school website, newsletter, local newspapers or Twitter feed.
- All class teachers have a list of with and without digital imagery consent.
- Parents will be clearly informed of the school policy on image taking and publishing
- Permission from parents or carers is obtained before photographs, names or work is published
- Photographs that include pupils are selected carefully so that individual pupils cannot be identified by name, pupils' full names are not used anywhere on the school website or Twitter.
- The copyright of all material is held by the school, or is attributed to the owner where permission to reproduce has been obtained
- Pupil image file names will not refer to the pupil by name.
- A Digital Imagery consent record is kept (and continually updated) to show those pupils who do/do not have digital imagery permissions.

Published content and the school website/Twitter

- The school website www.glasllwch.org celebrates the life of the school and the achievements of pupils. The point of contact on the Website is the school address, school email and telephone number. Staff or pupils' personal information is not published.
- The Head Teacher, SLT and office manager take overall editorial responsibility and try to ensure that content is accurate and appropriate. All staff and Chair of Governors have access to the website as appropriate.
- Staff must check whether parent/carer permission has been granted before publishing images and videos of children on Twitter and school website.

Seesaw

- All classes have access to a class Seesaw account. Glasllwch Primary School are the owners of all data published on the app.
- All children have their own pupil file and can add images, text, video, voice recording and links to their file using their own unique QR code.
- Only parents of that child can access children's files on Seesaw.

Cloud-based Storage

- Children's work created using iPads, Chromebooks and laptops is stored securely online using the cloud storage space Google Drive (through Hwb), Onedrive (through Hwb) and Seesaw.

Social networking and personal publishing

Social media (e.g. Facebook, Twitter, Instagram) is a broad term for any kind of online platform which enables people to directly interact with each other. However, some games, for example Minecraft or World of Warcraft and video sharing platforms such as YouTube have social media elements to them.

- Pupils will not be allowed to access social networking sites, but the school will consider how to educate pupils in their safe use
- Newsgroups will be blocked unless a specific use is approved
- Pupils will be advised never to give out personal details of any kind which may identify them, their friends or their location

- Pupils and parents will be advised that the use of social network sites outside school brings a range of dangers for primary aged pupils
- Hwb and Google Classroom is used as a safe, secure, online virtual learning environment (VLE) accessible to all staff and pupils. Pupils are made aware that the content which they publish on the learning platforms is made public for all members of the school community to see and is monitored by staff.
- School social media accounts (Twitter) accounts must be monitored regularly and frequently. Any comments, queries or complaints made through those accounts must be responded to within 24 hours (or on the next working day if received at a weekend)
- Digital communications by staff must be professional and respectful at all times and in accordance with the Acceptable Use Policy. Staff will not use social media to infringe on the rights and privacy of others or make ill-considered comments or judgments about staff or the school.
- Staff must ensure that confidentiality is maintained on social media even after they leave the employment of the school.
- Staff are not permitted to follow or engage with current or prior learners of the school on any personal social media network account.
- Staff are made aware of the dos and don'ts when using social media in school and for personal use [Appendix 8].

Managing filtering

- The school works in partnership with parents and Newport City Council (SRS) to ensure that systems to protect pupils are reviewed and improved
- If staff or pupils come across unsuitable online materials, the URL address and content must be reported to the internet Service Provider via SLT and the e-Safety co-ordinator.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Pupils using websites for research will be advised to use recommended child-friendly sites, such as BBC Education, Encyclopeaedia Britannica etc.
- Pupils are able to access video sites, such as YouTube. Welsh Assembly Government recommends that schools should not fire wall such sites, but teach pupils how to use internet safely. Children's access to YouTube using their Google accounts have been disabled to avoid children uploading videos of their own.

Protecting personal data

- *Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 and other relevant legislation including GDPR.*

Communications

Staff and the e-Safety policy

- This policy is developed in consultation with a wide range of staff
- All staff have access to the school's e-Safety policy and its importance explained
- All staff (or persons not employed by the school who are likely to have access to the school's ICT systems) must read and sign the e-safety policy.
- All staff must read and agree to the Acceptable Use Agreement *[Appendix 1]*
- Staff should be aware that network and internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. A list of users is recorded by the school.
- Staff should also be aware that at home use of social networking sites requires selected contacts between adults and no contact with pupils attending Glasllwch Primary School. The monitoring of internet use is a sensitive matter. Staff that manage filtering systems or monitor ICT use will be supervised by senior management and have clear procedures for reporting issues.

- Staff will use a child friendly safe search engine when accessing the web with pupils
- Staff will not use personal digital cameras or mobile phones to take images of pupils, but use the iPads allocated to each class.
- Staff should be aware of the danger of using home gaming networks, such as Xbox 360 which do not require a password as information can unwittingly be passed to strangers.

Introducing the e-Safety policy to pupils and parents/carers
- e-Safety rules will be discussed with the pupils at the start of each year.
- All pupils will sign the Acceptable Use Agreement at the start of Foundation Phase and KS2 *[Appendix 2]* to show that they understand the systems in place. This is acknowledged by parents.
- The school will ask all parents and carers to sign the home / school agreement and Acceptable Use Agreement *[Appendix 3]* at the start of an academic year.
- Parents are also advised to check if pupils' use elsewhere, such as libraries, is covered by an appropriate use policy.
- Parents'/Carers' attention will be drawn to the school's e-safety Policy in newsletters, the school handbook, on the school website and during the induction process for new pupils and parents.
- Internet issues will be handled sensitively, and parents/carers will be advised accordingly
- A list of e-safety websites giving advice for parents/carers can be found in the appendices.

Enlisting pupils' and parent/carers' support
- Parents' and carers' attention is drawn to the school e-Safety Policy via the school prospectus and also on the school website
- Planned workshops and e-Safety meetings with the community police officer will run each year.

Policy Decisions

Authorising Internet Access
- CEoP/e-Safety training is delivered annually to make all staff aware of safe and acceptable use on the internet. All staff are asked to sign and agree to an 'Staff Acceptable Use Agreement' of ICT *[Appendix 1]*
- At Foundation Phase, access to internet is by adult demonstration with occasional directly supervised access to specific, approved online materials (Hwb, Google apps and websites linked with a QR code)
- At Key Stage 2, access to the internet is by adult supervision to approved online materials.

The misuse of Technology- E-Safety complaints
- Prompt action is required if a complaint regarding the inappropriate use of the internet is made. The facts of the case need to be established, for instance whether the internet use was within or outside school.
- Complaints of internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the Headteacher.
- Complaints of a child protection nature must be referred to the named person and dealt with in accordance with school child protection procedures
- Pupils and parents will be informed of consequences for pupils misusing the internet A minor transgression of the rules may be dealt with by the teacher as part of normal class discipline
- Other situations could potentially be serious and a range of sanctions are in place, linked to the school's assertive discipline policy.
- Sanctions available include:

  - interview/counselling by Head Teacher
  - informing parents or carers
  - removal of internet or computer access for a period.

Parents and pupils will need to work in partnership with staff to resolve issues. As with other safeguarding issues, there may be occasions when the police must be contacted.

Assessing Risk - Managing emerging technologies

The school will take all reasonable precautions to prevent access to inappropriate material. However due to the international scale of internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to our school network. Neither the school nor Newport City Council (SRS) can accept liability for any material accessed, or any consequences of internet access. Methods to identify assess and minimise risks will be reviewed regularly. The Head teacher will ensure that the e-safety policy is implemented and compliance with the policy monitored. The schools e-safety Policy and its implementation will be monitored and reviewed on an annual basis. The e-safety policy has been agreed by all staff and approved by the governors.

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- The school has been using the '360 degree safe' online self-evaluation tool since January 2018, which is enabling us to evaluate our existing position regarding e-Safety and target improvement.

Policy Scope

- Staff personal mobile devices/technology is to be used appropriately in like with the Staff Acceptable Use Policy *[Appendix 1]* for ICT, in order to minimise risk of sensitive information becoming advertently compromised.
- A form must be completed by parents/carers to give permission for year 6 pupils to bring a personal mobile device into school *[Appendix 4 – shared with parents via a Google Form]*. Pupils are prohibited from using these devices during school time. Pupils are prohibited from taking mobile phones on a school trip. Pupils are still allowed to bring their mobile phones into school, but these will be collected at the start of the day and kept in the school safe until the children return back to school. The use of mobile phones is restricted to before and after school. Pupils are allowed to use them to contact their parents as agreed.

- Pupils are prohibited from wearing Smart Watches to school which allow them to receive messages, take photos, record or take videos.

Reporting an e-Safety concern

- At Glasllwch, we show a commitment to act on e-Safety incidents outside of the school, as well as in school, through the use of an 'E-Safety Concern Reporting Log' *[Appendix 5]* which is used by staff to raise awareness of an issue that may have occurred in school or at home. The log should be completed and returned immediately to a member of SLT /the e-Safety team.
- Collected forms will be monitored by the e-Safety team and logged in a file, to be kept in the headteacher's office.
- These 'E-Safety Concern Reporting Log' forms have been created by the e-Safety group, with consultation from staff and digital leaders.
- The 'Responding to incidents of misuse – flow chart' [Appendix 6] flow chart will be used to decide upon the next steps for the e-Safety concern.
- Any further action required then may take if necessary
- Complaints of a Child Protection nature must be dealt with in accordance with school Child Protection procedures.
- Any complaint about staff misuse must be referred to the Headteacher
- Pupils and parents will be informed of the complaints procedure

- Pupils who do not adhere to the e-Safety rules and procedures (outlined in the Pupil Acceptable Use Agreement) will be treated in line with the sanctions identified in the school's behaviour policy.

[Appendix 1]

Staff Acceptable Use Policy for ICT

This acceptable use agreement is intended to ensure that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational and personal purposes and when communicating with pupils. Members of staff should consult the school's e-Safety policy for further information and clarification.

I understand that I must use school digital technologies in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that learners receive opportunities to gain from the use of digital technologies. I will, where possible, educate the young people in my care in the safe use of ICT and embed online safety in my work with young people.

- I understand that it is a criminal offence to use a school ICT system for a purpose not permitted by its owner.
- I understand that my use of school information systems, internet, email and other digital communications may be monitored and recorded to ensure policy compliance.
- I understand that the school's digital technology systems are primarily intended for educational use and may not be used for private purposes without specific permission from the Head Teacher.
- I will only communicate with learners and parents/carers using official school communication systems.
- I will not install any software or hardware without permission from the Head Teacher.
- I will adhere to the password policy and not disclose my username or password to anyone else, nor any other security information to anyone.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the head teacher or a member of the safeguarding team.
- I will ensure that when I take and/or publish images of others, I will do so with their permission and in accordance with the school's policy on the use of digital/video images.
- I will not use my personal equipment to record images, videos and voice recordings, I will use school devices to do so.
- I only use Hwb communication platform to communicate digitally with learners such as Google Classroom, Google Meet and Teams.

- I will ensure that personal data is stored securely and is used appropriately, whether in school, taken off the school premises or accessed remotely.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will report any incidents of concern regarding children's safety to the e-Safety coordinator or the designated Child Protection Coordinator.
- I will respect copyright and intellectual property right and adhere to the Data Protection Act 1998.
- I will promote e-Safety with students in my care and will help them to develop a responsible attitude to system use, communications and publishing.

When using video-conferencing and/or live-streaming for Distance/Blended Learning, I agree to:

- be punctual, prepared and professional throughout live lessons/sessions - plan lessons/sessions in advance
- not use own personal devices under any circumstances.
- use Microsoft Teams or Google Meet, via Hwb, for live lessons/sessions.
- where appropriate and practicable, be available once daily (during cohort or school closure) for live lessons/sessions – introducing or reflecting on learning.
- discuss roles, responsibilities and live streaming rules with learners at the outset of all lessons/sessions
- notify the school senior leadership team, learners and parents/carers of any scheduled lessons/ sessions, cancelled lessons/sessions or changes in arrangements
- give sufficient notice and the expected duration of the lesson/session – identified in advance on the Blended Learning Plan shared with families via Seesaw
- ensure that I keep myself up-to-date with all relevant policies and procedures, including online safety, safeguarding and data protection policies
- save a register of all attendees (via Teams)
- prevent a one-to-one situation at the end of an online class by disconnecting **all** participants at the close of the lesson/session
- NEVER undertake a video-conferencing session where only one practitioner and one learner is present
- check that all content is appropriate for any tasks requiring online research, the suitability of the websites checked prior to the lesson.
- be mindful that if the lesson includes tasks, some learners may require more time than others.
- be familiar with functions of Microsoft Teams or Google Meet and how to use the chosen tool effectively to facilitate collaboration
- ensure that two practitioners attend each online lesson - one practitioner delivers the lesson while the other manages the chat
- If a lesson is recorded the practitioners must make all learners aware at the onset of recording.

I understand that if I fail to comply with this acceptable use agreement, I could be subject to disciplinary action and will be dealt with in line with the Disciplinary Policy and Procedure.

I have read, understood and accept the Staff Acceptable Use Policy for ICT.

Staff Name: _____

Signed: _____

Date: _____

[Appendix 2]

Pupil Acceptable Use Agreement Foundation Phase

Acceptable Use Agreement

This is how we stay safe when we use computers:
- I will ask a teacher or another adult from the school if I want to use the computers.
- I will only use activities that a teacher or another adult from the school has told or allowed me to use on the computer and iPads.
- I will take care of the computer and iPads.
- I will ask for help from a teacher or another adult from the school if I am not sure what to do or if I think I have done something wrong.
- I will tell a teacher or another adult from the school if I see something that upsets me on the computer or iPad.
- I know that if I break the rules I might not be allowed to use a computer or iPad.
- I will follow the live learning e-Safety rules when learning at home.

Name:_____   Year:_____

Pupil Acceptable Use Agreement KS2

<u>**This Acceptable Use Agreement is intended to ensure that:**</u>

- Pupils will be responsible users and stay safe while using the internet and other digital technologies in school.
- School systems, devices and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

<u>Acceptable Use Agreement</u>

I understand that I must use school systems and devices responsibly, so that there is no risk to my safety or to the safety and security of the systems and other users. This agreement will also apply to any personal devices that I bring to school.

- I understand that my use of the internet in school will be monitored.
- I will only bring my mobile phone to school if my parents/carers have granted me permission to do so (year 5 and 6 pupils). I understand that if I bring my phone into school it must stay switched off in my bag during the school day and I can only switch it back on at 3:30 when I've left the school gates.
- I will not try to access ay materials that are inappropriate or may upset others.
- I will immediately report any inappropriate material or incident, I become aware of, to a member of staff.
- I will not access, change or delete any other pupil's files, without permission.
- I will keep my username and password safe and secure, I will not share it, nor will I try to use any other person's username and password in and out of school.
- I will only take images, videos and voice recordings sof other pupils and staff with their permission. I will not use any personal equipment to take images, videos and voice recordings.
- I will not publish or share any information about school on any personal website or social networking site, unless I have permission from the school.

- I will not install programs and apps of any type on a school device, nor will I try to change computer settings, unless I have permission to do so.
- I will not cause any damage to school ICT equipment.
- I will report any damage or faults involving equipment or software, to a member of staff.
- Where work is protected by copyright, I will not download or share copies (including music and videos).
- I understand that if I fail to follow this Acceptable Use Agreement, the school has the right to stop me from using school internet systems/devices.

- I will follow the live learning e-Safety rules when learning at home.

I have read and understood the above and agree to use the school ICT systems (both in and out of school) and my own devices (in school and when carrying out communications about the school) within these guidelines.

Name_____   Date _____

Year _____

[Appendix 3]

Live-streaming and Video-conferencing Acceptable Use Agreement for Parents and Carers.

This acceptable use agreement is intended to ensure that parents, carers and learners will be responsible users and stay safe whilst using live-streaming and video-conferencing for educational purposes. If a situation arises whereby your child has to isolate due to Covid-19, then live-streaming and video conferencing sessions may form part of their blended learning.

Please read and sign the following Acceptable Use Agreement, and return it to school by _____

Parents, Carers and Learners agree to:

- be punctual for all video-conferencing lessons/sessions.
- access the relevant resources (shared on Seesaw) for each lesson/session in advance and have the materials to hand.
- show respect for everyone in the online classroom – follow class video conferencing rules.
- dress appropriately for all lessons/sessions, thinking about respect for others.
- log in from a suitable communal location that is comfortable, appropriate and safe, e.g. a living room, a study or a kitchen (NOT BEDROOM).
- ensure a parent/carer is present when joining a class video call and remain in the same room as their child throughout the duration of a class video session/lesson.
- carefully consider what is in view of the camera, i.e. check that the background is suitable and does not contain images or information that should not be shared or that could be deemed inappropriate.
- seek to contribute to the lesson/session in a positive manner and not be disruptive at any time.
- never share images or recordings of the session/lesson - screen recordings, taking photos and screenshots is **forbidden** during a class video call.
- reduce the possibility of the lesson being interrupted by other household members or pets
- switch their camera on if they want to – turning the camera on is optional for the learner
- use the chat, mute/unmute and the hand up/raised hands functions to make the most of the lesson or session.
- leave the session when asked to - the teacher and teaching assistant MUST be last to leave.
- NOT to copy and share the link to live-streaming or video-conferencing sessions/lessons under any circumstances.

I have read and understood the above and agree to use the school's guidelines for live-streaming and video conferencing for education purposes.

Parent/Carer_____

Child _____

Year group _____

Date _____

Live-streaming and Video-conferencing Rules Foundation Phase

I understand that there may be a time where I have to take part in Distance Learning at home which may involve live lessons. During these lessons I will:

- Be on my best behaviour; listen to the chosen speaker, not interrupt, be kind, be polite, follow instructions
- Wear sensible clothes
- Sit in a family room, such as the living room, dining room, kitchen or office; never in a bedroom, toilet or bathroom
- Have one of my parents, grandparents or carers in the room with me during the call
- Have a suitable background
- Never record or take photos of the video call
- Mute the microphone and turn off the camera when my teacher tells me to
- Leave the call when my teacher tells me to

Live-streaming and Video-conferencing Rules KS2

I understand that there may be a time where I have to take part in Distance Learning at home which may involve live lessons. During these lessons I will:

- show respect for everyone on the video call
- make sure I am wearing appropriate clothes
- sit in a communal location such as a living room, dining room, kitchen - never a bedroom or a toilet.
- make sure that a parent or carer is in the room as me throughout the whole call.
- make sure the background is suitable
- behave appropriately and not be disruptive in any way
- never record, take photos or screenshots of the video call
- listen carefully to my teacher and mute the microphone and turn the camera off when I am told to do so.
- leave the call when my teacher tells me to do so

[Appendix 4]

Dear parent/carer,

Here at Glasllwch, we acknowledge that our older pupils walk home alone from school. We therefore allow Year 6 pupils to bring their own personal mobile device to school to use before and after school to contact parent/carers for emergency use. Pupils are prohibited from using these devices during school time (8:50 - 3:30) and must keep their mobile phones switched off in their bags. We are not liable for any damage or loss to their mobile device. Pupils are prohibited from taking mobile phones on a school trip. Pupils are still allowed to bring their mobile phones into school, but these will be collected at the start of the day and kept in the school safe until the children return back to school. A copy of the e-Safety policy (with a section relating to the use of mobile phones) can be viewed on our website.
Please complete, sign and return this form.

Kind regards,

Mrs Jackson

I give/do not give permission for my child _____ to bring their mobile phone into school for emergency use. I accept that their phone will be left in their school bag and in the school safe when they are on a school trip. I also accept that Glasllwch Primary are not liable for any damage or loss.

Signed _____

Date _____

[Appendix 5]

Glasllwch Primary School E-Safety Concern Reporting Log
If you have a concern over any aspect of E-Safety, please complete this form and return it to a member of the e-Safety team in school (Mrs Jackson, Mrs Munslow, Mrs Glencross).

Name:	
Date:	
Time:	
What is your concern?	
Where were you when this incident happened?	
Who else was there?	
Who else knows about this?	
Could anyone be at risk or in danger because of this?	
Any other information?	

Form completed by:	
Date:	
Action taken:	
Any other comments:	

[Appendix 6]

Responding to incidents of misuse – flow chart

[Appendix   *7]*

Useful   **parent**

web sites

```
                         Online Safety Incident

   Unsuitable Materials          Illegal materials or
                                 activities found or
                                 suspected

   Report to the person     Illegal Activity or      Illegal Activity or       360 degree safe Cymru
   responsible for          Content (No              Content (Child at         Other adult
   Online Safety            immediate risk)          immediate risk)

                            Report to Police using any number and report
                            under local safeguarding arrangements.

                            DO NOT DELAY, if you have concerns, report
                            them immediately

   If staff/volunteer or
   child/young
   person, review the       Secure and preserve evidence.        Call Professional
   incident and decide      Remember, do not investigate         Strategy Meeting
   upon the                 yourself. Do not view or take
   appropriate course       possession of any
   of action, applying      images/videos. Do not ask
   sanctions where          leading questions
   necessary
                                             Await Police
                                             response

   Debrief on online    Record details in
   safety incident      incident log         If no illegal          If illegal activity or
                                             activity or            materials are confirmed,
                                             material is            allow police or relevant
   Review policies      Provide collated     confirmed             authority to complete
   and share            incident report logs then revert to       their investigation and
   experience and       to CPC and/or        internal              seek advice from the
   practice as          relevant authority   procedures            relevant professional
   required             as appropriate                             body

   Implement changes
                                             In the case of a member of staff or
   Monitor situation                         volunteer, it is likely that a suspension will
                                             take place at the point of referral to police
                                             while police and internal procedures are
   Named Person is responsible for the      being undertaken
   child's wellbeing and as such
   should be informed of anything that places the child at risk BUT
   safeguarding procedures must be followed where appropriate
```

- www.childnet-int.org -. Childnet International produce an online CD guide specifically for parents
- KnowITAll - www.childnet-int.org/kia/
- www.thinkuknow.co.uk – The Child Exploitation and Online Protection (CEOP) Centre has set up its own educational website which has been designed and written specifically for children, young people, teachers, parents and carers.
- www.myguide.gov.uk/myguide/MyguideHome.do - My Guide is a government website designed to help adults get started with using computers and the internet

- www.getsafeonline.org/ A beginners guide to using the internet safety, including a quiz and some video tutorials about how to 'stay safe' on-line.

- www.nextgenerationlearning.org.uk/At-Home/internet-safety/ - Becta Next Generation Learning website provides some good advice for parents about internet safety

- www.kidsmart.org.uk/ - Kidsmart is an award winning internet safety website for parents and those working with children. It has been developed by the children's internet charity Childnet International and has excellent information on many of the technologies used by children, with guidance on how to 'stay safe' online.

- www.ofcom.org.uk/advice/guides/media/ - Managing your Media - Good Ofcom online safety video and guide for parents/carers

- www.bullying.co.uk - One in five young people have experienced bullying by text message or via email. This web site gives advice for children and parents on bullying.

- www.chatdanger.com/ - This website is about the potential dangers with interactive services online like chat, IM, online games, email and on mobiles. It provides information, advice, true stories and games. The resource page also contains a number of links to other useful websites.

- http://parents.vodafone.com/ - Vodafone have developed this website in conjunction with mumsnet. It is very accessible and provides information and guidance to parents with understanding their child's digital world and get more involved. There is even an online test to see how much you know!

[Appendix 8]

Managing your personal use of social media
- "nothing" on social media is truly private
- social media can blur the lines between your professional and private life. Don't use the school logo and/or branding on personal accounts
- check your settings regularly and test your privacy
- keep an eye on your digital footprint
- keep your personal information private
- regularly review your connections – keep them to those you want to be connected to
- when posting online consider; Scale, Audience and Permanency of what you post
- if you want to criticise, do it politely
- take control of your images – do you want to be tagged in an image? What would children or parents say about you if they could see your images?
- know how to report a problem

Managing school social media accounts

The Do's
- Check with a senior leader before publishing content that may have controversial implications for the school
- use a disclaimer when expressing personal views
- make it clear who is posting content
- use an appropriate and professional tone
- be respectful to all parties
- ensure you have permission to 'share' other peoples' materials and acknowledge the author
- express opinions but do so in a balanced and measured manner
- think before responding to comments and, when in doubt, get a second opinion
- seek advice and report any mistakes using the school's reporting process
- consider turning off tagging people in images where possible

The Don'ts
- Don't make comments, post content or link to materials that will bring the school into disrepute
- don't publish confidential or commercially sensitive material
- don't breach copyright, data protection or other relevant legislation
- consider the appropriateness of content for any audience of school accounts, and don't link to, embed or add potentially inappropriate content
- don't post derogatory, defamatory, offensive, harassing or discriminatory content
- don't use social media to air internal grievances

[Appendix 9]

'Live-Learning e-Safety Rules'

Be on my best behaviour; listen to the chosen speaker, do not interrupt, be kind, be polite, follow instructions.

Wear sensible clothes.

Sit in a family room, such as a the living room, kitchen or office; never a bedroom, toilet or bathroom.

Have one of my parents, grandparents or carers in the room with me during the call

Have a suitable background.

Never record or take photos of the video call.

Mute the microphone and turn off the camera when my teacher tells me to.

Leave the call when my teacher tells me to.

Teams

Foundation Phase

Show respect for everyone on the video call.

Make sure I am wearing appropriate clothes.

Sit in a communal location such as a living room, dining room or kitchen. Never a bedroom or a bathroom.

Make sure a parent or carer is in the same room as me throughout the whole call.

Make sure the background is suitable.

Behave appropriately and not be disruptive in any way.

Never record, take photos or screenshots of the video call.

Listen carefully to my teacher and mute the microphone and turn off the camera when I am told to do so.

Leave the call when my teacher tells me to do so.

Teams

Key Stage 2

Part 8:Anti Bullying Policy

Introduction

● This document is a statement of the aims, principles, and strategies for dealing with incidents of bullying at school.

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- It was drawn up through a process of consultation with teaching staff and the School Council.

At Glasllwch Primary School we are committed to providing a caring, friendly and safe environment for all our pupils so that they may learn in a relaxed and secure atmosphere. If bullying occurs, all pupils should be able to tell an adult or 'Peer Mediator' at school and feel assured that incidents will be dealt with appropriately.

We define bullying as action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally, on a regular basis.

Aims
- We teach that bullying is wrong and damaging. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable
- We seek to promote a safe and secure environment where all can learn without anxiety
- This policy aims to produce a consistent school response to any bullying incidents that may occur
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Objectives
- We promote a non-aggressive ethos in school
- We raise the awareness of staff and pupils so that they understand the various forms of bullying.
- We reduce incidents of bullying through the implementation of the whole school Behaviour Policy on Assertive Discipline
- We have clear procedures for reporting bullying which are understood and followed.

What is Bullying?
We define bullying as a sustained or intentional act or occurrence which can take one of the following forms;
Physical: pushing, kicking, hitting, pinching or any use of violence
Verbal/ written name-calling, sarcasm, spreading rumours, teasing
Emotional: exclusion, tormenting (i.e. hiding books, threatening
gestures), racial taunts, graffiti, gestures
Sexual: unwanted physical contact or abusive comments
Racial Harassment: (all incidents of racial harassment are recorded and
Monitored)
Cyber: all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, phoptographs
The intention of all of the above is to harm or cause distress.

Procedure and Consequences
- Staff are on duty at break times and lunch times
- Children are not allowed to play in unsupervised areas
- Staff and Peer Mediators (Resolution Role Models) watch for the isolated child, making sure that the child is not isolated due to bullying. Other children are encouraged to play with such children
- Children are made aware that bullying should be reported to an adult or to a Peer Mediator
- Peer Mediators have a designated bench on the yard that pupils can come to if they are feeling sad or lonely
- Whenever possible, the pupils will be reconciled
- In cases of repeated bullying, those involved will attend a meeting to discuss the problem either with the teacher, Deputy Head Teacher or Head Teacher.
- At this meeting the victim and the bully are often seen separately to get their views – it is usually appropriate to take notes. This will be done using the Edykey system.
- The victim and the perpetrator(s) may then be seen together if it is difficult to establish whether bullying has taken place or whether there has been a clash of personalities or characters. If a meeting together occurs the aim is to emphasis that hurt, whether physical or emotional, has been caused and that the

situation needs to move on so that this does not occur again. All people involved our encouraged to come up with their own ideas or suggestions as to how this may be achieved
- If such cases continue to give concern, parents may be informed and will be asked to discuss the problem
- An attempt will be made to help the bullies to change their behaviour. This may involve contracts being drawn

up to monitor and improve behaviour
· Through Personal and Social Education (PSE), children will be made aware of what type of behaviour constitutes bullying. Stories, role play, worksheets may be used to address the problem of actions which give rise to bully versus victim
· If bullying continues, the bully will be withdrawn from the situations where bullying mainly occurs
· In serious cases, temporary exclusion or even exclusion will be considered

Supporting Children in their Response to Bullying - Our Four Step Approach
Children are encouraged to report incidents of bullying and intimidation. This reporting should be IMMEDIATE when the nature and level of intimidation is such that the victim is physically hurt or highly distressed.
When isolated incidents of teasing or name calling occur, children should be encouraged to follow this **4 STEP** approach.
1 IGNORE the individual or group who are teasing. This is often difficult, but usually very effective if it can be sustained.
2 If ignoring fails, **ASK** the individual or group to stop being unkind to them or others.
3 If teasing continues, **WARN** the participants that if they continue you will report it to a member of staff or a Peer Mediator.
4 If steps one to three have not been effective, and teasing continues **REPORT**, the incident to a member of staff.
All children are made aware of this procedure, reinforced through class discussion, assemblies etc. The perception that they are 'telling on' other children is discouraged. Thus, if a pupil reporting an incident approaches a member of staff, the child is asked if the **4 STEP** approach has been followed and appropriate action will be taken.

Investigating Incidents of Bullying
Investigation into incidents of bullying is undertaken in the first instance by the supervising adult or the class teacher.
We recognise the need to gather as much information as possible. When appropriate, the adult dealing with the incident will talk to the victim, the perpetrator and any witness separately and then together.
It is often necessary to take notes of what is said.
If necessary, the children should be referred to a senior teacher, the Deputy Head or Headteacher. This structured approach is important – it is often inappropriate to send children to the Deputy Head or Headteacher as a first step.
Investigation of more serious incidents
The following represents an agreed staged response towards serious incidents of bullying, and to other serious incidents of unacceptable behaviour.

1. The Head Teacher will discuss the incident with bully(ies) and victim(s), individually and then together. She will take notes of what is said, using, when appropriate, the children's own words. This will be kept on the online Edukey system. Class teacher will be informed of the outcome.
2. Bully(ies) will be told that any repetition of such behaviour will result in parents being contacted.
3. If similar behaviour is subsequently reported, parents will be requested to visit the school.
4 Parents and teacher or Head Teacher will discuss ways of dealing with the situation. Parents will be reminded that further incidents could result in a period of temporary exclusion from lunch or indeed, permanent exclusion from school, for a period of time.
In order to create an environment which encourages positive non- aggressive and threatening relationships, all staff at school are committed to the following;
· Using the whole School Assertive Discipline Policy
· Encouraging an open atmosphere in school

· Taking every allegation seriously
· Always listening to the children
· Supervising the playground and learning areas diligently.
· Using Circle Time as an opportunity to discuss the issue of bullying
· Raising the topic of 'Bullying' within the PSE curriculum when appropriate
· Talk about moments of disrespect and violence with the children.

The Role of Governors
The Governing Body supports the Headteacher in implementing this policy.
Governors do all that they can to eliminate bullying from our school, and to ensure that incidents of bullying are taken seriously and dealt with appropriately.

The Role of the Head Teacher
It is the responsibility of the Head Teacher to implement the school anti-bullying policy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.
The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head Teacher draws the attention of children to this fact at suitable moments during the school week, often in assembly.
The Head Teacher works with staff to set the school climate of mutual respect, support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Staff/Teachers
Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
They may keep records of all serious incidents that happen to children in their class in their diaries or in the class behaviour book.
They refer to bullying during Circle Time and discuss issues relating to this. The teaching of strategies for dealing with bullying is a part of the P.S.E scheme of work and is referenced annually through the SEAL program studied by the whole school.
If teachers/staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, either the teacher or the Head Teacher informs the child's parents.
If staff become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying.
We spend time talking to the child who has bullied: We explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and if appropriate the Special Needs Co-ordinator. We may then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher or Designated Child Protection Teacher may need to consider whether the acts of bullying by or to a child warrant implementation of the child protection procedures.
Teachers attempt to support all children in their class and to establish a climate of trust and mutual respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Peer Mediators (Playground Pals)
Peer Mediators are selected members of classes in Years 5 & 6 who are willing to monitor bullying in the playground and to intervene to support children who feel vulnerable. Busy Bees receive training by a designated member of staff.

Monitoring and review

This policy is monitored by the Head Teacher, who reports to Governors about its effectiveness, on request.

Part 9 – Positive Handling

FOREWORD

This document is a result of a draft document produced by Newport LA in response to schools' requests following the publication of the W.O. Circular 37/38 Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

It should be read in conjunction with the LA's "Policy and Guidance Framework – The Use of Reasonable Force to Control or Restrain Pupils"(Draft January 2001). They have been written to make explicit the expectations that the LA has of school staff and those responsible for their training. Staff working with children and young people have a duty of care towards them and have a responsibility to act in ways to promote their well-being and safety. Staff acting in good faith, working within these guidelines and protocols will be positively supported in their actions by the school and the LA.

Both children and staff have rights. This document attempts to ensure that staff have a safe, supportive, carefully managed and monitored environment, and that children's needs, safety and rights are respected and nurtured.

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1.   Policy Statement

2.   The legal use of force

3.   Objectives of this policy

4.   Those who can use reasonable force

5.   When reasonable force might be appropriate

6.   Procedures and practical considerations during

The Use of Positive Handling

1. Policy Statement

1.1   This policy is based on W.O. Circular 37/38 and the corresponding Newport LEA document, The Use of Reasonable Force to Control or Restrain Pupils- Policy and Guidance framework. This should be read in conjunction with the council's policy on "Care and Control and the Use of Force"…

1.2   At Glasllwch Primary School we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this are set out in the school policy on positive behaviour management.

1.3   Staff at Glasllwch Primary School are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need, reflected in common law, to intervene when there is an obvious risk of safety to pupils, staff and property.

1.4   For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

1.5   It should be emphasised that if used at all, restraint (referred to in this document as **positive handling or "restrictive physical handling" which is the Welsh Assembly Government's preferred term**) should be seen in the context of a further positive action of care and concern. In line with Welsh Office and LEA advice, it is used as a 'last resort' option. In the most extreme cases, other strategies will always have been attempted first.

1.6   As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

1.7 This policy will be reviewed annually by the Governing Body and all parties will be informed by the Head teacher if there are changes that affect them.

2. The Legal Use Of Reasonable Force To Control Pupils

2.1 Teachers and other persons authorised by the head teacher to have charge of pupils may use reasonable force to prevent pupils:

- causing injury to themselves or others
- committing a crime
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline

2.2 Reasonable force has no legal definition but:

- must take into account the circumstances of the incident, age, gender and development of the pupil
- the degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum needed.
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal.

3. Objectives of This Policy

3.1 To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force.

3.2 To emphasise that the use of positive handling is
- Part of a positive care and control approach to discipline and welfare
- A last resort, or a necessary expedient option to be used in extreme circumstances.

3.3To ensure that all members of staff or authorised persons who may have to positively handle pupils, clearly understand the options, strategies and training opportunities open to them.

4. Those Who Can Use Reasonable Force

4.1 We recognise that most of the time positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

4.2 All teaching staff have a contractual duty for "maintaining good order and discipline among pupils and safeguarding their health and safety" (*Part X! – Conditions of Employment Teachers; 39:7; Discipline, Health and Safety.*); and should it be necessary, the nature of their roles authorise positive handling.

4.3 Support staff require specific authorisation to use positive handling interventions. This authorisation can only be given by the head teacher or someone deputising in his/her absence.

4.4 Authorised staff will be notified formally. A list of authorised staff is available. (Appendix 1)

4.5 Appropriate training will be provided.

5. When Reasonable Force Might Be Appropriate

5.1 We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated in 2.1, reasonable force might be appropriate when;

- Action is necessary in self-defence or because of imminent risk of injury
- There is a serious and developing risk of damage to property

Examples

- Pupil attacks a member of staff, another pupil, attempts self-injury, pupils are fighting
- Pupil is causing or about to cause deliberate damage or vandalism
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school

- Where pupil's behaviour is seriously prejudicial to good order and discipline

Examples:

- Pupil persistently refuses to obey an order to leave the classroom
- Pupil is behaving in a way that is seriously disrupting a lesson

5.2 Wherever possible early support from colleagues will be sought.

5.3 Strategies other than force will be considered e.g.

- providing disruptive pupil with a choice of locations to exit to, giving clear directions and allowing 'take-up' time thus allowing a 'face-saving' opportunity,
- removing the audience, i.e. other pupils leave the room,
- letting another member of staff take responsibility for managing the incident.

6. Procedures And Practical Considerations During Specific Incidents

6.1 Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, remind them of consequences, tell them what will happen if s/he does not stop
- Seek assistance from other colleagues at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required.
- Try to defuse the situation orally and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance

6. It is good practice:

- Not to give the impression of being out of control
- Not to give the impression of having lost your temper or are acting out of anger or frustration
- Not to give the impression of trying to punish the pupil
- Not to intervene in an incident without help unless it is an emergency or staff are confident of being able to help without risk of injury or making the situation worse.
- To call for assistance.

7. Application of Force During Specific Incidents

7.1 Methods that staff *may use* must be appropriate to the circumstances of the case and are supported by a risk assessment. (See Section 2:1 and 2:2). This may include:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement (e.g. Risk Assessment may have already highlighted the need to organise or structure a classroom to accommodate particular pupils. Reactive use of moving furniture is not recommended.)
- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" – remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to resist a pupil's movement
- Holding – for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- In extreme circumstances – more restrictive holds. Staff should take care that their actions could in no way be capable of being interpreted as aggressive. All holds should be devised to minimise the risk of injury. They should not cause pain.

7.2 Staff *may not* carry out any action that might reasonably be expected to injure including:
- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

Such actions might be the only viable option in the most extreme situation when emergency action is needed to prevent the risk of serious injury or loss of life, e.g. to prevent a pupil running into a busy road or to stop an extremely violent assault.

7.3 Other considerations for *non-urgent situations* where the risk to people or property is not imminent:
- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for good behaviour management
- In non-urgent situations force should only be used when all other methods have failed

8. Reporting And Recording Incidents

It is essential to protect children and to safeguard the interests of staff that good records are kept every time reasonable force is used to control a pupil or if someone suffers injury during an incident.

In Glasllwch Primary School, in exercising their duty of care, staff will record incidents in behaviour books kept in classes and on incidents forms kept in the office.

Once a situation has been brought under control, the responsibilities of staff, Heads and Managers **after every incident** are –

Employees

1. **Obtain medical attention (if necessary) as soon as possible**. All employees should be aware of the location of qualified first aiders and first aid boxes. For more serious injuries, all employees should be aware of the procedure to be followed to obtain professional medical assistance, including the location of telephones and emergency numbers.

2. **Tell your Headteacher as soon as possible**. Heads should ensure that new and temporary staff are briefed on supervision and reporting arrangements.

3. **Minor Incidents** - Log the incident in the school diary. (The type of information required is detailed in Appendix 2) Staff use their professional judgement in deciding the severity of an incident. As a guide if the answer to both the following questions is "yes", this should be logged as a minor incident.
   - ✓ Was there a risk of injury or serious disruption if there is no intervention?
   - ✓ Was there a risk of the intervention being misconstrued?

4. **Serious Incidents** (restrictive physical intervention or injury) – complete a Serious Incident report form (Appendix 3) within 24 hours and pass it to your Head Teacher. You may want to take advice from a senior colleague, your Union or Professional Association when compiling a report. You should ask witnesses to complete statements, and you should get a copy of the form after it has been signed by the Head, which you should keep for your own records.

Headteachers

1. **Ensure the situation is under control and that all participants are safe from further injury as soon as possible**. Ensure that anyone who has been injured seeks medical attention as soon as possible.

2. **Investigate the incident**. All incidents must be investigated to establish the cause, although Heads should use their discretion about the extent of the investigation.

   Ensure that witnesses complete statements and where necessary, staff directly involved in the incident complete either an entry in the school log (for minor incidents) or a Serious Incident report form within 24 hours.

3. **Inform the pupil's parents** verbally at the end of the day or by letter, but if they cannot be reached, they should be contacted by letter and given an opportunity to discuss the incident. It may be necessary to write to the pupil's parents in any event if the incident is very serious and further disciplinary action in line with school's behaviour policy (or protocol) is necessary.

4. **Initiate remedial action and monitor effectiveness**. If further incidents are to be prevented, it is essential that appropriate remedial action is taken as soon as possible and that its effectiveness is monitored. Further action may be necessary if incidents are repeated. The pupil's continued placement in a school or Unit should be considered if it is clear that the pupil cannot be managed safely and there is a significant risk to the pupil, staff or others that cannot be adequately controlled. If a pupil has a statement of special educational needs the appropriate reviewing procedures will need to be followed.

5. **Complete the entry in the school log/diary or Serious Incident forms**. Copies of Serious Incident forms should be attached to the school log, placed on the pupil's file, given to the employee and sent to the Principal Educational Psychologist as soon as practical after the incident.

Incidents which result in serious injury leading to time off work or hospital visits may be reportable to the HSE under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). Heads should seek advice from the Health and Safety Advisor if they are unsure whether RIDDOR applies, and, if appropriate, should send completed RIDDOR forms to the HSE with a copy to the H&S Advisor.

9. **Headteachers should review the record of incidents with a Governor at least once each term** to review training needs and the effectiveness of safety procedures.

Lifelong Learning and Leisure

1. **Educational Psychology and Behaviour Support Service** -

   1. Record receipt of all Incident Report Forms and review action taken. Schools will be contacted to discuss incidents and remedial action.

   2. The Psychology Service will take an overview of the effectiveness of safety procedures, including training in positive handling and will initiate changes where appropriate.

   3. This overview will include reviewing with schools, on at least an annual basis, their record of incidents.

   4. Send a copy of the Incident Report form to the Health and Safety Advisor where there is an injury to **any** participant.

2. **Health and Safety Advisor** – John Ebdon

   1. Record receipt of all Incident Report Forms received from EPS and review action taken.

   2. Investigate incidents where appropriate, but particularly where there are serious injuries, RIDDOR implications or a likelihood of legal action.

   3. Send a completed copy of the Incident Report form and any investigation report to the Council's Insurance Section if there appears to be a potential claim against the Council.

   4. Complete a quarterly summary of incidents in accordance with the Council's accident reporting procedure.

   5. Take account of information from incident reports in preparing the Health and Safety Action Plan.

9. Debriefing Following Serious Incidents

9.1 Pupils and members of staff will be checked for any sign of injury and first aid or medical treatment will be administered if required in line with school's policy.

9.2 The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day the debrief will occur as soon as possible after the pupil returns to school.

9.3 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

10. Other Procedures Concerning Incidents

10.1 If necessary and appropriate the Chair of Governors, LA , social services or police will be informed /consulted.

10.2 Help, support and reassurance will be given where appropriate to any victims involved.

10.3 Where possible an attempt will be made to help the pupil modify their behaviour.

10.4 If possible, meaningful or appropriate, the pupil will apologise and other consequences/sanctions reparations and monitoring take place.

10.5 In serious cases exclusion will be considered.

11. Planning for incidents and meeting training needs

11.1 If it appears likely that a pupil will require positive handling, the school will plan how to respond. This will include involving the parents to ensure they are clear about what specific action the school might need to take and obtaining medical advice if the child has any specific health needs. A positive handling agreement will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Educational Plan (IEP) or Pastoral Support Plan (PSP). It will be regularly reviewed.

11.2 In cases where it is known that a pupil will require positive handling, appropriate training will be provided (accessed through EPS) for relevant staff. Staff and Heads/managers will, through risk assessment, identify their training needs in this area, and arrange appropriate training, in consultation with EPS.

12. Arrangements For Informing Parents

12.1 At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy.

12.2 Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupils will be included in the school brochure/prospectus/report.

12.3 As indicated in 10.1, for some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their IEP/ Behavioural Plan or PSP. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All intervention will be routinely recorded and monitored.

12.4 Parents will be informed after restraint where positive handling is used with a pupil.

13. Physical Contact With Pupils In Other Circumstances

13.1 Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

13.2 Some physical contact may be necessary on other occasions, e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to give first aid or reassurance.

13.3 Young children and children with SEN may need staff to provide physical prompts or help

13.4 Physical contact must always be appropriate and done openly.

14. Complaints.

14.1 This policy is in accordance with the LA policy in respect of the use of restrictive physical interventions in schools. As such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions by the school and the LA.

14.2 Involving parents when an incident occurs, and having a clear policy about physical contact with pupils to which staff adhere, will help avoid complaints from parents. Providing staff with approved training will also help.

14.3 All complaints will be recorded and followed up by the head teacher or their representative in the first instance. Where appropriate the LA will be notified/kept informed.

14.4 A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection procedures. See other guidance in the school Child Protection Policy

Appendix 1

Staff Authorised to use Positive Handling with Pupils.

The following teachers and support staff have been authorised by the head teacher to use reasonable force to intervene with pupils. They have been given appropriate instruction and training regarding positive handling of pupils, and have read the school policy on "The Use of Restrictive Physical Interventions"
Training

Name	Designation	Date
J. Munslow	DHT	20.9.22
R Zahr	SLT	20.9.22
K Summers	SLT	20.9.22
S. Lane	Teacher	20.9.22
P. Glencross	Teacher	20.9.22
S. Martin	Teacher	20.9.22
S. King	Teacher	20.9.22
E. Reynolds	Teacher	20.9.22
L. Burgess	Teacher	20.9.22
J. Ash	HLTA	20.9.22
R. Gibbon	TA	20.9.22
C. Templeton	TA	20.9.22
L. Venn	TA	20.9.22
C. Logan	HLTA	20.9.22
N. Goldesworthy	TA	September 23
C. Bunn	TA	November 22
E. McArdell	Teacher	September 23

Signed: C. M. Jackson
Designation: HT

Appendix 2

RECORD OF MINOR INCIDENT

Minor incidents involving the use of force to control or restrain a pupil must be recorded in the school diary. This information should be provided by the person responsible for managing the incident. And would include the following

Pupil's Name		Person completing form	
Details of Incident			
Date	Time	Location	Duration
Staff involved			

Staff witnessing incident	
Pupils witnessing incident	
Describe behaviour and events leading up to incident What diversionary tactics were used?	
Describe the Incident, who was involved, positive handling strategies used, duration of incident, pupil response	
Describe what happened after the incident, pupil's response, any injuries to pupil staff or other pupils, damage to property	
What action was taken to prevent repeat incidents?	
Pupil's views	
Who else needs to be informed?	
Signature(s) of staff involved	Date:
Signature of head/deputy head.	Date:

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Appendix 3

Serious Incident Report Form

Sections A - D to be completed by the person with responsibility for managing the incident.

SECTION A

Name of School:

Name of Pupil: DOB:

Staff Involved:

Details of their training:

Date of Incident: Time: Duration:

Location of Incident:

Names of staff/pupils who witnessed the incident:

SECTION B - Reason for Intervention   (Please tick appropriate box)

Risk of personal injury to pupil   ☐   Risk of injury to another person   ☐

Risk of significant damage to property   ☐   Compromising good order and discipline   ☐

At risk of committing criminal offence   ☐

SECTION C - Details of Incident

Antecedents: (Where did incident start, what was happening at the time, what action was taken to try to defuse the situation?)

escription of Incident (add extra pages if necessary)

SECTION D: Method of Positive Handling

How was the pupil held?

For how long?

Has the pupil been physically restrained before? Yes/No   How many times at your school?

Was anybody injured? Yes/No   Please give details – names, nature of injuries, treatment

Any other comments –

SECTION E: Outcome of incident (Sections E – G to be completed by the Head or a senior staff)
Response and view of pupil (De-briefing)

Does pupil have a behaviour programme?   Yes/No
Do any changes need to be made?   Yes/No
If yes please specify

Was the member of staff de-briefed?   Yes/No
Response and view of staff, and any implications for professional development.

SECTION F: - Follow up action

1. Do other agencies need to be contacted?   Yes/No
    If yes, specify who and with what aim.

2. Parent/carer informed by   letter ☐   Telephone ☐   Direct contact ☐

3. Follow up support/interview for   pupil ☐   Staff ☐

SECTION G: Additional comment

Form completed by:
Designation: Date:
Head Teachers signature   Date:
Copies to – All staff involved   ☐   Principal Educational Psychologist   ☐
            Pupil's file   ☐   School Log   ☐
Educational Psychology Service - Action to be taken :–

Copy to H&S Advisor if injury to staff or pupil – Copy sent?   Yes/No

Signed   Date

Part 10: Welfare Policy

1   Introduction

1.1   The health, safety and welfare of all the people who work or learn at Glasllwch Primary School are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LEA, takes responsibility for protecting the health and safety of all children and members of staff. This policy addresses issues specific to the welfare and wellbeing of children and staff. There is a separate policy which specifically addresses Health and Safety at school.

2   The school curriculum

2.1   We teach the children about health and safety in order to equip them with the skills, knowledge and understanding to enable them to live positive, successful and healthy lives. Teachers take every opportunity to educate children in this regard in the normal school curriculum. For example, in the geography curriculum in Key Stage 1 the unit of work, 'People who help us' deals with the work of the police and fire service. Through this topic we teach children about the danger of fire, and how to avoid accidents. Through the science curriculum we teach children about hazardous materials, and how to handle equipment safely.

2.2   We teach children respect for their bodies, and how to look after themselves. We discuss these issues with the children in PSE lessons and we reinforce these points in design technology, where children learn about healthy eating and hygiene. We also show them how to move and play safely in PE lessons.

2.3   Health and safety issues also arise when we teach care for the environment and awareness of the dangers of litter. Key Stage 2 children receive sex and drugs education. (See the Substance Misuse Policy and the Sex and Relationships Policy.)

2.4   Our school promotes the spiritual growth and welfare of the children through the RE curriculum, through special events such as harvest festivals, and through the daily act of collective worship.

2.5   Each class has the opportunity to discuss problems or issues of concern with their teacher. Teachers use circle time to help children discuss and overcome any fears and worries that they may have. Teachers handle these concerns with sensitivity.

3   School meals

3.1   Our school provides the opportunity for children to buy a meal at lunchtimes. If parents are in receipt of income support, they may claim free school meals for their children. We do all we can to ensure that the meals provided have a suitable nutritional value, in line with the requirements of the School Standards and Framework Act of 1998.

3.2   If children choose to bring their own packed lunch, we provide them with a suitable place to eat their lunch, and we supervise them during this time.

3.3   Our school promotes a healthy lifestyle. As sweets can damage children's teeth, we do not allow sweets to be eaten in school. At playtimes the children can bring fruit or vegetables and a healthy drink. The children are also encouraged to bring water to school to drink regularly through the day.

4   School uniform

4.1 It is our school policy that all children wear the school uniform when attending school, or when participating in a school-organized event outside normal school hours. We agree the requirements for school uniform with parents and we review these regularly. (Set out in the school prospectus)

4.2 We always have a sensitive approach where the issue of regulations regarding uniform conflict with any child's religious or cultural beliefs. We have drawn up the regulations regarding school uniform with due regard to issues of equal opportunity and any form of discrimination.

4.3 It is the responsibility of the headteacher to ensure that the school uniform policy is enforced. It is not our school policy to exclude children from the school if they, for whatever reason, do not have the proper school uniform.

4.4 We ask parents to equip their children with the necessary uniform and school equipment, so that they are able to participate fully in all school activities. If a child repeatedly attends school without the correct uniform, we will inform parents and request that they make sure their child leaves home with the proper uniform. If a parent is in financial difficulties, and this results in a child not having the correct uniform or not having adequate equipment, our school will do all it can to support the parent. We ask parents not to send their child to school with 'extreme' hairstyles or the sort of appearance that is likely to cause them to draw attention to themselves. We ask parents to discuss any issues relating to their child's appearance if this is influenced by religious belief.

4.5 On grounds of health and safety we do not allow children to wear jewellery in our school. The exception to this rule is ear-ring studs in pierced ears. We ask children either to remove these during PE and games or to cover them with a plaster.

5 Child Protection

5.1 There is a named person responsible for child protection in the school. This is the Head Teacher. There is a named Governor with link responsibility for child protection.

5.2 If any teacher suspects that a child in their class may be the victim of abuse, they should immediately inform the Head Teacher about their concerns.

5.3 The school's named child protection officer works closely with social services and the Area Child Protection Committee (ACPC) when investigating such incidents. We handle all such cases with sensitivity and we place paramount importance on the interests of the child.

5.4 We require all adults employed in school to have their application vetted through police records in order to ensure that there is no evidence of offences involving children or abuse.

6 School Security

6.1 We will do all we can to ensure the school is a safe environment for all who work or learn here.
Each morning the children filter into school and straight to their classrooms from 8.50am. Parents are informed that children should not be on the premises before this time. At 9.00am the school doors are locked and entry for late comers and visitors is through the front main entrance. The main door is locked with entrance gained only by an electronically operated system. All visitors are required to come to the main entrance and report to the office. They are required to sign in a visitor's

ipad on entering and exiting the building. Parents who pick up children early from school for medical appointments must sign out on the system.

6.2   We require all adult visitors to the school who arrive in normal school hours to sign in at the reception area, and to wear an identification badge at all times whilst on the school premises.

6.3   Teachers will not allow any adult to enter their classroom if the school visitor's badge does not identify them.

6.4   If any adult working in the school has suspicions that a person may be trespassing on the school site, they must inform the headteacher immediately. The headteacher will warn any intruder that they must leave the school site straight away. If the headteacher has any concerns that an intruder may cause harm to anyone on the school site, she will contact the police.

6.5   When the children are out on the yard at playtimes, there is always one teacher and one teaching assistant on duty. One member of staff is always positioned on the corner of the yard, outside the year 5 classroom, to prevent children going down the drive.

6.6   If a child has been identified as a cause for concern, they are allocated a Teaching Assistant to watch them on the yard at play times.

6.7   The school site is secured by electric gates to the vehicle access, a pedestrian gate at the bottom of the drive, a fence which demarcates the school boundary and a gate to access the school yard.

The nursery building has a gate to the front entrance with three closure points and a gate to the side which is padlocked. The front gate has a notice reminding staff and parents to keep it locked shut at all times. The nursery door has an alarm fitted which sounds when the door is opened. This is the only access to the building and is locked shut at all times. To gain access parents have to ring the bell. Staff gain access through a fob system.

The electric gates are closed at 8.30am with access via a buzzer system to the main office. The gate to the school yard is locked at 9.10am and reopened at 3.10pm. This ensures the safety and security of our school community throughout the day.

At 9.00am each day the school doors are locked and entry for visitors is only possible through the main entrance. The main school door is also locked with entrance gained only by an electronically operated system. All visitors are required to come through the main entrance and to report to the office. They are required to sign in and out using the ipad system at Reception on entering and exiting the building. Parents who pick up children from school early for medical appointments must sign their child out and similarly if arriving late sign your child in on this system. For safety reasons all doors can be opened easily from the inside.

During the winter months, when school has evening events, mobile lighting is put outside to ensure the health and safety of visitors to school.

7   **Safety of Children**

7.1   It is the responsibility of each teacher to ensure that all curriculum activities are safe. If a teacher does have any concerns about pupil safety, they should draw them to the attention of the headteacher before the activity takes place.

7.2   We do not take any child off the school site without the prior permission of the parent.

7.3   If an accident does happen, resulting in an injury to a child, the teacher will do all s/he can to aid the child concerned.

Location of first aid boxes and staff qualifications are detailed in the school Health and Safety Policy.

7.4   Should any incident involving injury to a child take place, one of the trained members of staff will be called to assist. If necessary, the school secretary will telephone for emergency assistance.

7.5   We record all incidents involving injury in the school accident book, and we inform parents in all cases. Should a child be quite seriously hurt, we contact the parents through the emergency telephone number that we keep on the school files.

8   Seat Belts

8.1   We only use coaches and mini-buses where seat belts are provided. We instruct the children to use seat belts at all times when the bus is moving.

9   Theft or Other Criminal Acts

9.1   The teacher or headteacher will investigate any incidents of theft involving children.

9.2   If there are serious incidents of theft from the school site, the headteacher will inform the police and record the incident in the incident book.

9.3   Should any incident involve physical violence against a teacher, we will report this to the Health and Safety Executive and support the teacher in question if he or she wishes the matter to be reported to the police.

10   Sun Safety

10.1   Glasllwch Primary School enjoys the use of an exposed yard and large field where children play at break times when the weather and field conditions allow.

Mature trees around the outside of the field provide a limited amount of shade.
Picnic tables have umbrellas to provide shade from the sun during the summer.
Gazebos are put up in the Reception outside area, Garden area and on the field during the summer to provide further shade. A permanent canopy covers part of the reception outdoor play area. A wooden awning off the hall on the main yard provides shade and shelter for all children. The outdoor classroom on the field also provides shade and shelter.

10.2   An increased awareness of the dangers associated with sunburn and even with tanning of the skin has resulted in the drawing up of guidelines designed to inform pupils and parents of the harmful effects of sunburn and to minimize the likelihood of pupils being over exposed to the sun at school.

To ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight, as part of our Sun Safety Policy we will:

☐ educate children about the causes of skin cancer and how to protect their skins

☐ encourage children to wear clothes that provide good sun protection and use sunscreens where appropriate

☐ try to avoid outdoor activities during the middle of the day

☐ hold outdoor activities in the shade whenever possible and encourage children to use shady areas when out in the sun

☐ work towards increasing the provision of adequate shade

☐ remind children, staff and parents about sun safety by newsletters, posters and activities for pupils

☐ encourage staff and parents to act as good role models by practising sun safety

☐ invite relevant professionals to advise the school on sun safety

☐ monitor the implementation of this policy to make sure that it is effective.

11. Access to Drinking Water

11.1 All children should bring an individual water bottle to school with a sports cap for drinking out of. The bottle should be clearly marked with the child's name.
This policy for use of water bottles in school follows guidelines set out in the school's Positive Behaviour and Assertive Discipline Policy.

Children need to drink water regularly throughout the school day. At least 3 -4 glasses of water while at school, more in warm weather and/or when exercising.

Water fountains dispensing cold waters are located in convenient positions throughout school, for easy replenishing of water bottles by the children.

11.2   How does drinking water link to health?

- Drinking water regularly throughout the day is an important way of protecting health and contributing to well-being.
- Drinking an adequate intake of water can help to prevent a range of short and long-term health problems from headaches, bladder and bowel problems to cancer.
- Water is a healthier drink than artificial drinks which may be high in sugar, additives, sweeteners and caffeine. This information follows recommendations made by the British Dental Association. Sweet and acidic drinks (including sugar free) are harmful to teeth, the more frequently they are drunk, the greater harm to teeth.

- The consumption of high sugar soft drinks can cause a rapid rise in blood sugar levels followed by a dip, resulting in low levels of physical and mental energy.
- Some children may be sensitive to additives, caffeine and sweeteners in soft drinks.

11.3   How does drinking water improve learning?

- The   key to boosting the capacity to learn is frequent small drinks of water throughout the day.
- When we are thirsty mental performance deteriorates by 10%.
- Pupils concentrate better because they are not distracted by feelings of thirst, tiredness and irritability.

Children will achieve more when both their health and learning needs are met. Ensuring free access to water and promoting a regular water intake throughout the day is a vital role for schools in promoting health and providing a healthy learning environment.

11.4   **Water Bottle Procedures**

- Water bottles are marked with children's names in permanent marker ink. This prevents bottles getting mixed up and allays parents' concerns about hygiene. Names are regularly renewed, teachers have a class set of permanent markers.
- Water bottles are kept in classrooms so that children have access to them. They are kept either on desks or on suitable work surfaces. They are to be kept away from ICT and electrical equipment.
- Members of staff also have a water bottle to drink from and serve as a role model to pupils.
- Children take home their water bottles at the end of each day to wash. They are then to be filled with drinking water at home and returned to school the next day. Parents/carers have the responsibility for keeping water bottles clean.
- Bottles are only to be filled with drinking water. The transparent nature of the bottles enables staff to check that water is being brought to school. Pupils are reminded regularly to drink throughout the day, (as otherwise after the initial burst of enthusiasm, many children fail to drink.
- Pupils are allowed to drink throughout the day, particularly after PE or after playtimes.
- Water bottles are an additional to other drinks available in school e.g. milk, or the water that is provided at lunchtimes.

12   Monitoring and Review

12.1   The governing body has a named governor with responsibility for health and safety matters. It is this governor's responsibility to keep the governing body informed of new regulations regarding health and safety, and to ensure that the school regularly reviews its processes and procedures with regard to health and safety matters. The governor in question also liaises with the LEA and other external agencies, to ensure that the school procedures are in line with those of the LEA.

12.2   The governing body, in consultation with professional advisors, carries out regular risk assessments to ensure that the school is a safe environment.

12.3   The headteacher implements the school health, safety and welfare policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

12.4   The headteacher reports to governors termly on health and safety issues.

12.5   This policy will be reviewed at any time at the request of the governors, or at least once every year.