

**Sandy Lane Vision:**

**F**ulfilling potential  
**U**nlocking Opportunity  
**N**o-one left behind

**The Sandy Lane Way:**

**R**esilience  
**E**xcellence  
**S**elf-awareness  
**P**assion  
**E**mpathy  
**C**ommunication  
**T**eamwork



## Safeguarding & Child Protection Policies Handbook

<b>Policy Handbook Approval Date</b>	<b>October 2025</b>
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<b>Share with Staff</b>	<b>Yes</b>

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## Child Protection Policy and flowchart



### Child Protection Procedures Flow Chart December 2025

**On discovery or suspicion of child abuse  
If in doubt – ACT**

**Inform a member of the Designated Safeguarding Team Leads (DSTL)  
Fiona Newsome (DSL) Mark Hitchen (DDSL) Claire Dunsire (DDSL) Craig Drew (DDSL)  
John Cooper (NP)**

**Who should then take following steps**

Where it is clear that a Child Protection Referral is needed contact:

Children's Services Integrated Front Door without delay **Tel No 01274 433999**

Out of hours Emergency Duty Team **Tel No 01274 431010**

Named Persons may also seek advice from the Education Safeguarding **Tel 01274 437043/also  
Police and the emergency services.**

**Where the DSL is not sure whether it is a child protection issue they may seek advice from the  
Children's Safeguarding and Reviewing Unit Consultation Service Tel No 01274 433999 for the  
Children's services switchboard for direct contact.**

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

**Remember always make a written record on CPOMS of all events.**

**Ensure immediate referral to:**

- Children's Social Care (Via telephone) 01274 433999

- Follow directions from Children’s Social Care

#### USEFUL TELEPHONE NUMBERS

Children’s Social Care Initial Contact Point: 01274 433999

Emergency Duty Team: 01274 431010

Police: Child Protection Unit: 01274 376061

Education Safeguarding: 01274 437043

## Child Protection Policy

Protecting and promoting the welfare of children is **everyone’s** responsibility.

Our School vision of Fulfilling potential Unlocking opportunity No one left behind (FUN) intends to create an atmosphere where all parts of the community would only wish to come together in a spirit of mutual growth and cooperation and never to hurt a child or undermine the principles of KCSIE set out below.

**Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. **Keeping Children Safe in Education - September 2025<sup>1</sup>**

This policy sets out how the Governing Body is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with **Section 175 of the Education Act 2002**.

This policy applies to all members of the school community including pupils, staff, volunteers, placement students, contractors, supply teachers, auxiliary staff, peripatetic teachers and other service providers.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Nominated Governor	Chair of Governors
2025-26	Fiona Newsome Head of School	Mark Hitchen Deputy Headteacher Craig Drew – Inclusion Leader Claire Dunsire – Assistant Headteacher	Ms. Sue Duffy	Ms. Sue Duffy

Policy Review date	Date Ratified by governors	Date Shared with staff

Annually	See cover	December 2025
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**Sandy Lane Primary School** recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such:

- It is everyone’s responsibility to safeguard children
  - Every member of staff has a responsibility to Act if they have a child protection concern.
  - “Staff members working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.”
- “If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take.”

“All staff should have an awareness of safeguarding issues...behaviours linked to the likes of drug taking, alcohol abuse truanting and sexting put children in **danger.**”

**(Keeping Children Safe in Education - September 2025).**

And we believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Children need to be safe and feel safe in school.

Specifically, these responsibilities apply to all staff, governors and volunteers working in the school, to contractors, supply staff and visitors during any interactions they may have with children.

Sandy Lane Primary School will fulfil local and national responsibilities as laid out in the following documents:-

- *UN Convention on the Rights of the Child 1989 – Ratified in the UK in 1991*
- *Keeping Children Safe in Education – Statutory guidance for schools and colleges September 2023*
- *Working Together to Safeguard Children, last updated 2022 (Statutory guidance)*
- *Statutory guidance on children who run away or go missing from home or care, January 2014*
- *What to do if you’re worried a child is being abused – March 2015*
- *Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers - March 2015*
- *Childcare Act 2006*
- *Safeguarding Vulnerable Groups Act 2006*
- *Bradford Safeguarding Children Board Procedures*
- *Children Act 1989 (as amended 2004 Section 52)*
- *Education Act 2002*
- *The Teachers’ Standards 2012*
- *The Counter-Terrorism and Security Act 2016 (section 26 The Prevent Duty)*
- *Female Genital Mutilation Act 2003*

- *Serious Crime Act 2015*
- *Sexual Violence and Sexual harassment in schools & colleges. Updated Sep2022*

The Policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures (See section 5 below).

### **1. Overall Aims**

To contribute to the prevention of abusive experiences in the following ways:

- Maintaining clear standards of behaviour and conduct for staff and pupils
- Introducing appropriate work in the curriculum; This may include covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).
- Developing staff awareness of the causes and signs of abuse through regular training.
- Encouraging pupil and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

### **2. In-school procedures for protecting children**

#### **All staff and volunteers will:**

- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2025), this policy and other relevant, linked policies. Governors and SLT need to read and be familiar with all other sections.
- Read and be familiar with the school's Child Protection Policy including issues of confidentiality.
- Regularly consult with staff with regards to their understanding of their safeguarding practices in school e.g. staff meetings
- Remember that the child's welfare and interests must be the paramount consideration at all times.

- Never promise to keep a secret or confidentiality, where a child discloses abuse.
- Be alert to signs and indicators of possible abuse (see Appendix 1 for current definitions of abuse and examples of harm).
- Record concerns on CPOMS and send an alert to the Designated Safeguarding Lead, Mrs. Fiona Newsome, the Deputy Designated Safeguarding Lead Mr Craig Drew/ Mrs Claire Dunsire and Mr Mark Hitchen and the named person Mr. John Cooper. Volunteers or governors without access the CPOMS will report concerns to DLS.
- Deal with a disclosure of abuse from a child in line with the recommendations in Appendix 3. These must be passed to one of the designated staff immediately. Staff should not take it upon themselves to investigate concerns or make judgements.
- Be involved in on-going monitoring and recording to support the implementation of interagency child protection and child support plans.
- Be subject to Safer Recruitment processes (staff) and Disclosure and Barring Service checks (all adults working in school).

### 2.1. Responsibilities of the Designated Safeguarding Lead

- Our named designated safeguarding lead (DSL) from our Senior Leadership Team with lead responsibility and management oversight and accountability for child protection is Fiona Newsome (Head of School). The designated safeguarding lead is supported by the following appropriately trained designated staff – Craig Drew (Behaviour & Inclusion Manager) and Mark Hitchen (DHT). They are responsible for co-ordinating all child protection activity.
- All schools must ensure the Designated Safeguarding lead for child protection leads regular case monitoring reviews of vulnerable children (identified by Children’s Social Care) with designated staff responsible for child protection. These reviews must be evidenced and recorded on CPOMS.
- The Designated Safeguarding Lead must ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.
- Where the school has concerns about a child, the Designated Safeguarding Leads will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- The Designated Safeguarding Team Leads are responsible for referring all cases of suspected abuse to Children’s Social Work Service Duty and Advice Team. Keeping Children Safe in Education (2025) dictates that anyone in the school setting can make

a referral, however, wherever possible this should be done by appropriately trained designated safeguarding staff.

- If a referral is made by any other person the DSL or DDSL should be contacted immediately.
- Child Protection information will be dealt with in a confidential manner. A record will be made of what information has been shared with who and when on CPOMS. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Once a **child protection cause for concern** has been passed to the Designated Safeguarding Lead, they will start/or continue a child protection file for the child on CPOMS where the information is stored and any responses and outcomes will be recorded.
- A child protection file will be created on CPOMS regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the establishment. For others, further information may well be accumulated, often from a variety of sources, over time.
- Designated staff will keep detailed, accurate, secure records of concerns and referrals, which clearly reflect the wishes and feelings of the child through using CPOMS.
- If concerns relate to more than one child from the same family at the school, a separate file for each child will be created and cross-referenced to the files of other family members on CPOMS. Common records, e.g. child protection conference notes, will be duplicated for each file.
- Child protection records will be stored securely on CPOMS separate from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these by staff other than the designated staff will be restricted, and a record will be kept of who has had access to them and when.
- The Designated Safeguarding Lead and Deputy will undertake appropriate refresher training every two years.
- Designated staff must understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Designated staff have a responsibility to ensure each member of staff and volunteer has access to and understands the school's Child Protection Policy and Safeguarding Policy and procedures, (this is included as part of the induction process for all new staff and volunteers).
- Designated staff are trained to be alert to the specific needs of children in need, those with special educational needs and young carers.
- Designated staff obtain access to resources and attend any relevant (or refresher) training courses.
- SLT encourages a culture of listening to children and taking account of their wishes and feelings, among all staff.

## 2.2. Raising Awareness

The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with the governing body regarding this.
- Ensure the Child Protection Policy is on the school's website, available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and Bradford Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## 2.3. Child Protection Records

- Child protection files are held on CPOMS with only Schools Leadership team having access. The following information will be kept in the password protected stand-alone electronic file:
  - CPOMS allows staff to access child protection information in a chronological order.
  - All completed child protection cause for concern forms recorded directly on to CPOMS.
  - Any child protection information received from the child's previous educational establishment
  - Records of discussions, telephone calls and meetings with colleagues and other agencies or services.
  - Professional consultations.
  - Letters sent and received relating to child protection matters.
  - Referral forms (sent to Children's Social Care, other external agencies or education-based services)
  - Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate

- Formal plans for or linked to the child, e.g. child protection plans, early help, risk assessments etc.
- A copy of the support plan for the young person.
- **Each child protection file will contain a chronological summary of significant events and the actions and involvement of the school.**
- Where children leave, the school will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information) (England) Regulations 2005. A copy of the chronology will be retained for audit purposes.
- Copies of the full child protection file (instead of just the chronology summary) will be kept by the school in the following instances:
  - Where a child transfers out of area, (the original file should be retained by the school and a copy sent)
  - Where the destination school is not known, (the original file should be retained by the school)
  - Where the child has not attended the nominated school (the original file should be retained by the school)
  - There is any on-going legal action (the original file should be retained by the school and a copy sent)

**Children records will be transferred in a secure manner, for example, by CPOMS.**

- If a pupil moves from our school, CPOMS child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature. For schools without CPOMS good practice dictates that this should always be done, wherever reasonably possible, with a face to face handover.
- If sending by post children records should be sent, "Special Delivery", the special delivery number will also be noted to enable the records to be tracked and traced, via Royal Mail.
- For audit purposes a record of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.
- If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information) (England) Regulations 2005, following the above procedure for delivery of the records.

- If a parent chooses to electively home educate (EHE) their child, the child protection record will be forwarded to the local authority children's services elective home education team, following the above procedure for delivery of the records.
- When a Designated Safeguarding Lead/ Deputy resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Headteacher to ensure that the new post holder is fully conversant with all procedures and case files.
- All Designated Safeguarding Leads receiving current (live) files or closed files must keep all contents complete and not remove any material.
- All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

#### 2.4. Archiving

Responsibility for the pupil record once the pupil leaves the school:

The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to Children's Social Work Services. If no referral has been made to Children's Social Work Service the child protection record should be retained until the child's 25<sup>th</sup> birthday. The decision of how and where to store these files must be made by the school via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. Designated Safeguarding Lead or Headteacher)

#### 2.5. Access to files

- Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a **subject access request**. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any child who has a child protection file has a right to request access to it. In addition the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
  - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child; or
  - could reveal that the child has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
  - is likely to prejudice an on-going criminal investigation; or
  - the information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified

as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

- It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice will be sought from the Bradford Children's Services Information Governance Team.
- The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

#### 2.6. Safe Destruction of the pupil record

- Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

#### 2.7. Information sharing

- When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If Designated Safeguarding Leads are in doubt, they should consult Bradford Children's Specialist Services on **01274 433999** or Bradford Children's Safeguarding Initial Contact Point -**01274 431077**
- On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the Designated Safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the Bradford Local Safeguarding Children Board on the numbers above.
- It is good practice to seek consent from the child or their parent before sharing information. However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would:
  - place a person (the child, family or another person) at risk of significant harm; or
  - prejudice the prevention, detection or prosecution of a crime; or lead to

- unjustified delay in making enquiries about allegations of significant harm to a child.
- Consent should not be sought if the establishment is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

## 2.8. The Governing Body

- Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- The nominated safeguarding governor for child protection at the school is **Ms. Sue Duffy**.
- The nominated safeguarding governor is responsible for liaising with the Headteacher / Designated staff over all matters regarding child protection issues. The role is strategic rather than operational – they will **not** be involved in concerns about individual pupils.
- The nominated safeguarding governor will support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.
- The Designated Safeguarding Lead and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity.
- The governing body should have child protection training every year, on their strategic responsibilities in order to provide appropriate challenge and support for any action to progress areas of weakness or development in the school's safeguarding arrangements.
- The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- In the event of allegations of abuse being made against the head teacher, allegations should be reported directly to the local authority designated officer (LADO) within one working day (see section 5.3 below).
- Under no circumstances will the establishment's governors be given details of individual cases. Governors may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

### 3. Working with parents and other agencies to protect children

- Parents/carers should be aware that our school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow the Bradford Partnership procedures and contact Education Children's Social Care or the Education Safeguarding Team 01274 433999
- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.
- Our Child Protection Policy is published on our school website and a paper copy is available on request via our school office.

#### 3.1. Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and make referrals to Children's Social Work Service. Referrals will normally be made by the Designated staff, to the Children's Initial Contact Point **Tel No 01274 433999**/ Out of Hours Emergency Duty Team **Tel No 01274 431010**, **but anyone who is concerned can make a referral.**

Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the team manager of the child protection social worker.

- We will co-operate with Children's Social Work Service where they are conducting child protection enquiries. Furthermore, school will ensure representation at appropriate inter-agency meetings such as Initial and Review

Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.

- We will provide reports as required for these meetings. If school is unable to attend, a written report will be sent. The report will, wherever possible and appropriate, be shared with parents / carers at least 24 hours prior to the meeting.

Where a child in school is subject to an inter-agency child protection plan or a Multi-agency Risk Assessment Conference (MARAC) meeting, school will contribute to the preparation implementation and review of the plan as appropriate.

### 4. Our role in the prevention of abuse

- We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.
- Relevant issues will be addressed through the RSHE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, relationships education, peer pressure, e-safety, Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), preventing radicalisation and bullying.
- Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, Art.
- We will offer appropriate support to individual children who have experienced abuse or who have abused others (children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment).
- All relevant policies which address issues of power and potential harm, e.g. Anti-Bullying & Anti-Discrimination, Equal Opportunities, Positive Behaviour will be linked to ensure a whole school approach.
- Our Child Protection Policy cannot be separated from the general ethos of the school, which is committed to ensuring that children are treated with respect and dignity, feel safe, and are listened to.
- A child going missing from education is a potential indicator of abuse or neglect. School staff members must follow Bradford's 'Children Missing Education Guidance for Schools' procedures and guidance if they are concerned about a child missing from education.

Click the link to: [Bradford CME Guidance](#)

**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State) (Keeping Children Safe in Education September 2025)**

- Children who are absent without authorisation, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School staff members must follow the school's 'Child Absconding from School or Educational Visit' Protocol (see Safeguarding Policy 2025).
- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the Designated Safeguarding Lead. The DSL should follow school procedures and refer to Bradford

Children's Social Care and the police, if appropriate, regardless of whether the child is engaging with services or not.

- Sandy Lane Primary School recognises that all children have a right to be safe, and that some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc. Staff are trained to look for signs of abuse and to consider any additional relevant factors.
- When the school is considering excluding, either fixed-term or permanently, a vulnerable pupil and/or a pupil who is either subject to a S47 Child Protection plan or there is an existing child protection file, we will call a multi-agency risk assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body.

This school follows the Bradford Partnership multi-agency procedures and has due regard to the government guidance on the issues listed below via the GOV.UK website:

- child missing from education (refer page 12 of Keeping Children Safe in Education September2025)
- child missing from home or care
- child sexual exploitation (CSE) (refer page 12 of Keeping Children Safe in Education September2025)
- bullying including cyberbullying
- Bullying and discrimination (including LGBT)
- domestic violence
- substance misuse
- fabricated or induced illness
- faith abuse
- Honour based crime including female genital mutilation (FGM)\* (refer page 12 of Keeping Children Safe in Education September2025), forced marriage
- gangs and youth violence
- gender -based violence/violence against women and girls (VAWG)
- mental health
- private fostering

- preventing radicalisation \*\*\* (refer page 13 of Keeping Children Safe in Education September 2025)
- sexting
- trafficking
- Disabled children/SEN

### **\*Female Genital Mutilation: The Mandatory Reporting Duty**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>81</sup> Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. (Keeping Children Safe in Education September 2025)

### **\*\*\* Further Information on Preventing Radicalisation**

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one off event; it can take place over an extended period or within a very short time frame.

It is important that staff are able to recognise possible signs and indicators of radicalisation.

Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. From more than 4,000 referrals to the Channel process (A multi-agency safeguarding programme to identify and support people at risk of radicalisation) more than half of the concerns raised are about children.

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members groups and organisations or, increasingly, through the internet,

including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy, it focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

#### **Vulnerability to radicalisation or extreme view points**

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Our core mission of diversity permeates all we do.

We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should first follow the Safeguarding Process and inform the **DSL** or **DDSL** seeking advice appropriately with the Designated Safeguarding Lead who should contact Bradford Council's PREVENT coordinator [Danielle.king@bradford.gov.uk](mailto:Danielle.king@bradford.gov.uk) or West Yorkshire Police Counter Terrorism Unit [ctuleeds.intel@westyorkshire.pnn.police.uk](mailto:ctuleeds.intel@westyorkshire.pnn.police.uk) or by 'phoning 101

PREVENT does not require staff to do anything in addition to their normal duties, what is important is that if staff are concerned that someone is being exploited in this way they have the confidence to raise these concerns. Bradford Council's PREVENT lead can advise and identify local referral pathways (see Appendix 5).

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available

## 5. A Safer School Culture

### 5.1. Links with other Policies

The Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:-

- Safeguarding policy
- E-Safety policy
- Staff Code of Conduct
- Educational visits policy
- Health & Safety policy
- Positive Behaviour policy and Anti-Bullying principles
- Care, Control & Use of Force policy
- Attendance policy
- Children as Young Carers guidance BSO
- Inclusion & SEN policies
- Children in Public Care guidance BSO
- PSHE policy
  
- SMSC & British Values policy
- Children Missing Education guidance BSO
- Guidance on Exclusions BSO
- Preventing Radicalisation policy
- Private Fostering guidance BSO
- Staff ICT and communications agreement
- Social Networking policy Pact HR
- Whistleblowing policy

### 5.2. Safer Recruitment, selection and pre-employment vetting

- The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined Part Three of Keeping Children Safe in Education (September 2025).
- The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK (see appendix 4 - recruitment checklist).

### 5.3. Procedures in the event of an allegation against a member of staff or person in school

- At Sandy Lane Primary School, all staff, volunteers and service providers are expected to behave in line with the school's Code of Conduct, Guidance for Safer Working Practice-
- For Those Working with Children and Young People in Education Settings (October 2015) and the school's safeguarding policies and procedures  
<https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- All adults working in school have a duty to challenge conduct which does not align with these policies and guidelines.

Procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-

- **behaved in a way that has harmed a child, or may have harmed a child and/or**
- **possibly committed a criminal offence against or related to a child, and/or behaved towards a child or children in a way that indicates he or she may**
- **pose a risk of harm to children, and/or behaved or may have behaved in a way that indicates they**
- **may not be suitable to work with children.** <sup>2</sup>

A safeguarding complaint that meets the above criteria must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the Chair of Governors should be informed immediately along with the next most senior member of staff.

### 5.6. Whistle Blowing/Confidential reporting

Sandy Lane Primary School's Whistle Blowing Policy and Bradford Council's Confidential Reporting Code provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when they have concerns about suspected malpractice.

### 5.7. Training and Support

All staff members should be aware of systems within our school which support safeguarding. These are explained to them as part of our staff induction and revisited regularly. This includes: the school's Child Protection Policy and other related safeguarding policies; the school's Safer Working Practice document and knowledge of the school's Designated Safeguarding Lead and Deputy.

- Designated Safeguarding Lead Staff must have attended the 2-day Designated Safeguarding Lead training. They will attend refresher training at least every two years.

- The school will ensure all staff including temporary staff and volunteers receive induction and updated training appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every year alternating between online and in house training.
- Governors, including the nominated safeguarding governor will attend specific training on their role, updated at least every year.
- Training completed will be recorded by the school

#### 5.8. Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding.

Sandy Lane Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child.

# Child Protection Policy and flowchart



## Child Protection Procedures Flow Chart December 2025

**On discovery or suspicion of child abuse  
If in doubt – ACT**

**Inform a member of the Designated Safeguarding Team Leads (DSTL)**

**Fiona Newsome (DSL) Craig Drew/ Claire Dunsire(DDSL) John Cooper (DDSL) Mark Hitchen (DDSL)**

**Who should then take following steps**

Where it is clear that a Child Protection Referral is needed contact:

Children's Services Integrated Front Door without delay **Tel No 01274 433999**

Out of hours Emergency Duty Team **Tel No 01274 431010**

Named Persons may also seek advice from the Education Safeguarding **Tel 01274 437500/also Police and the emergency services.**

**Where the DSL is not sure whether it is a child protection issue they may seek advice from the Children's Safeguarding and Reviewing Unit Consultation Service Tel No 01274 433999 for the Children's services switchboard for direct contact.**

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how and to whom you should feedback information to.

**Remember always make a written record on CPOMS of all events.**

**Ensure immediate referral to:**

- Children's Social Care (Via telephone) 01274 437500
- Follow directions from Children's Social Care

### USEFUL TELEPHONE NUMBERS

Children's Social Care Initial Contact Point: 01274 433999

Emergency Duty Team: 01274 431010

Police: Child Protection Unit: 01274 376061

Education Safeguarding: 01274 437500

## Appendix 2 Definitions and indicators of abuse

Reference: [Keeping Children Safe in Education \(September 2024\)](#)

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, bCLA/PLAk eyes

Bite marks

Round burn marks, burns and scalds

CLA/PLAerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation

Delayed physical, mental, emotional development

Sudden speech or sensory disorders

Inappropriate emotional responses, fantasies

Neurotic behaviour: rocking, banging head, regression, tics and twitches

Self-harming

Fear of parents being contacted

Running away / Going missing

Compulsive stealing

Appetite disorders - anorexia nervosa, bulimia

Soiling, smearing faeces, enuresis

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge

Anal or vaginal discharge, soreness or scratching

Reluctance to go home

Inability to concentrate, tiredness

Refusal to communicate.

Thrush, Persistent complaints of stomach disorders or pains

Eating disorders, for example anorexia nervosa and bulimia

Attention seeking behaviour, self-mutilation

Aggressive behaviour including sexual harassment or molestation

Unusually compliant

Regressive behaviour, Enuresis, soiling

Frequent or open masturbation, touching others inappropriately

Depression, withdrawal, isolation from peer group

Reluctance to undress for PE or swimming

Bruises, scratches in genital area

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration  
Affection or attention seeking behaviour  
Untreated illnesses/injuries  
Pallid complexion  
Stealing or scavenging compulsively  
Failure to achieve developmental milestones, for example growth, weight  
Failure to develop intellectually or socially  
Neurotic behaviour

**Responses from parents:** Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

**Disabled Children:** When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;  
Misappropriation of a child's finances
- Invasive procedures

See also <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> for more information on the signs of abuse and how to report a concern

**When a child tells me about abuse s/he has suffered, what must I remember?**

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- Inform the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead or named person without delay. If there is a safeguarding concern and in the event of the identified people not being available, please refer to Children's initial Contact Point on 01274 435600.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Record incident and action on CPOMS.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Immediately afterwards**

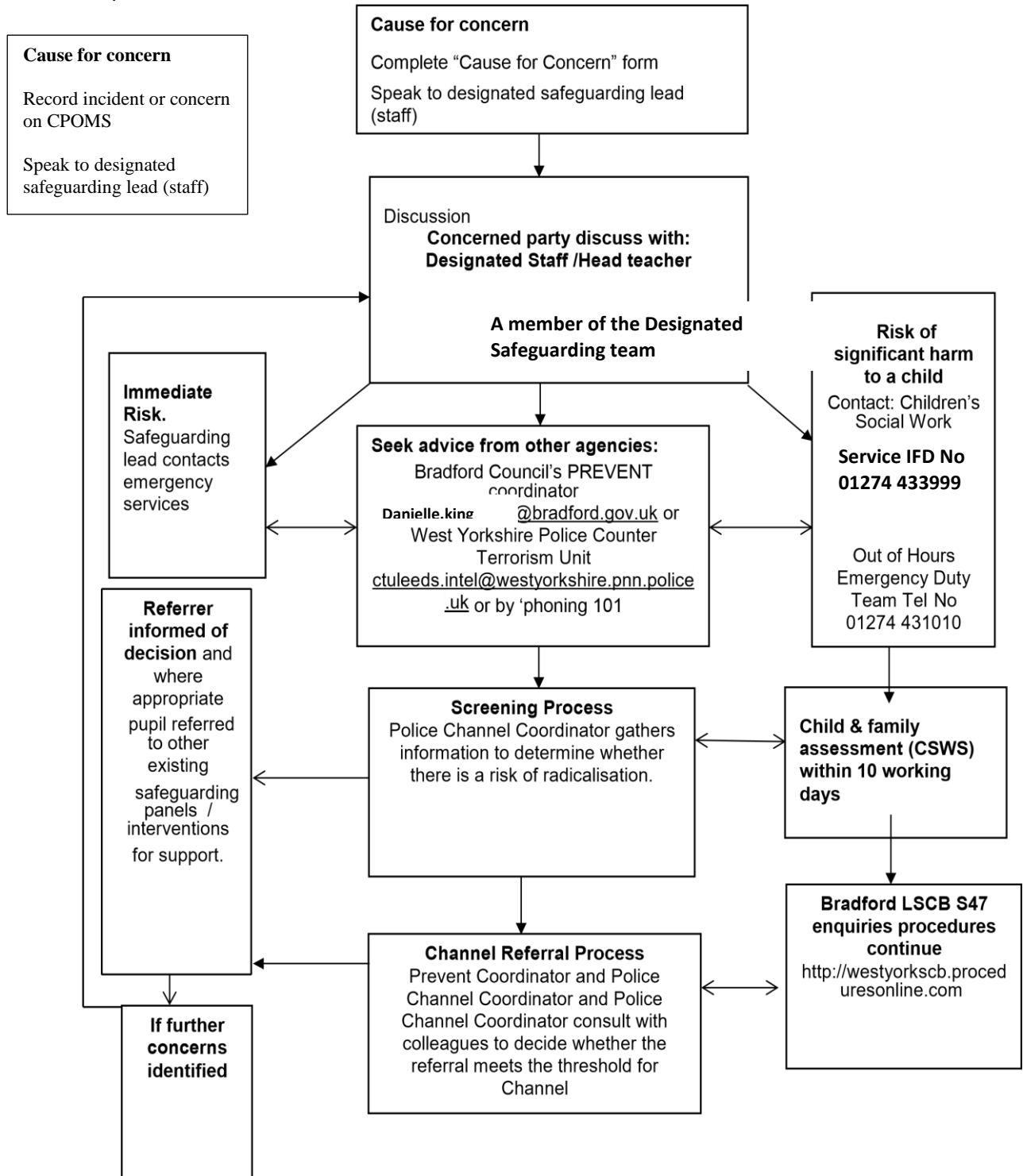
Clear indications or disclosure of abuse must be reported to **Children's Social Work Service** without delay, by Designated Safeguarding Lead, DDSL or named person staff using the correct procedures as stated in the guidelines.

## Appendix 4 Recruitment and Selection Checklist

Pre-interview:	Initials	Date
<b>Planning</b> - Timetable decided: job specification and description and other documents to be provided to applicants, reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.		
<b>Vacancy advertised</b> (where appropriate) Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
<b>Applications on receipt</b> - Scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate considered for short-listing		
<b>Short-list prepared based on essential criteria</b> Further filter on desirable criteria if required (with the exception of Disabled applicants who would be guaranteed a place in the selection process if they can demonstrate that they meet the essential criteria)		
<b>References – seeking</b> Sought directly from referee on short-listed candidates; ask recommended specific questions; include statement about liability for accuracy		
<b>References – on receipt</b> Secure without viewing (e.g. receive by someone not on selection panel, keep in a secure area in a marked up sealed envelope)		
<b>Invitation to interview</b> - Includes all relevant information and instructions		
<b>Interview arrangements</b> - At least two interviewers; panel members have authority to appoint; have met and agreed issues and questions/assessment criteria/standards		
<b>Interview</b> - Explores applicants' suitability for work with children as well as for the post		
<b>Note:</b> identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and place on file; where appropriate applicant completed application for DBS disclosure		
Preferred candidate selected (through identified/agreed selection process)		
<b>References</b> Obtain references from secure area <b>for preferred candidate only</b> where available and chase up any missing & review by selection team. If the preferred candidate's references are unsatisfactory or you are not able to obtain suitable references then reject this candidate & repeat the process with the 2 <sup>nd</sup> preferred candidate from the selection process (assuming that they meet the requirements of the position)		
<b>Conditional offer of appointment:</b> pre-appointment checks Offer of appointment is made conditional on satisfactory completion of the following pre-appointment checks:		
<b>Identity</b> (if that could not be verified at interview)		
<b>Qualifications</b> (if not verified on the day of interview)		
<b>Permission to work in UK</b> , if required		
<b>DBS certificate</b> - where appropriate satisfactory DBS certificate received		
<b>DBS Barred list</b> – person is not prohibited from taking up the post		
<b>Childcare (Disqualification) Regulations 2009</b> - For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals caught up in		

these regulations are not disqualified under the Childcare (Disqualification) Regulations 2009.		
<b>Health</b> – the candidate is medically fit (pre-health screening should this be required)		
<b>Prohibition</b> – (for teaching posts in any type of school) the teacher has not been included in the prohibition list or interim prohibition list		
<b>Qualified Teacher Status (QTS)</b> – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS		
<b>Statutory induction</b> for teachers who obtained QTS after 7 May 1999, unless applicant is a ECT		

**Appendix 5** Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



# Safeguarding Children Policy:

## Safeguarding Children Policy

### RATIONALE

At Sandy Lane Primary School, the physical, emotional and spiritual welfare of our pupils is of paramount importance. Section 175 of the Education Act 2002 also gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. This includes Safeguarding Children and Safer Recruitment in Education (DfES 2007). Therefore, this school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to suspected or known child abuse.

The document '**Guidance for safer working practice for those working with children and young people in education settings**' May 2019 has been adopted in school to ensure the safeguarding of our pupils is of the highest standard.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and see school as a safe pCLA/PLAe.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy- if concerns arise, the school's Child Protection procedures will be followed.

### **Advice from Guidance for safer working practice for those working with children and young people in education settings 2019:**

#### **Underpinning principles**

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.

- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed.
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures.

**As a consequence, we:**

- Assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process.
- Accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body.
- Ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions.
- Designate 3 senior members of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies.
- Ensure that the designated members of staff responsible for child protection receive appropriate training to the minimum standard set out by the local authority Safeguarding Children Board.
- Share our concerns with others who need to know, and assist in any referral process.

- Ensure that all members of staff and volunteers are trained in our Child Protection procedures and know the procedure to follow if they suspect that a child may be suffering, or may be at risk of suffering harm.
- Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual, homophobic or racial factors, disability or special educational needs.
- Ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.
- Ensure that all appropriate vetting procedures and single central record entries are made when procuring extended service provision and contracted service work.
- Act swiftly and make appropriate referrals where an allegation is made that a member of staff, Governor or volunteer has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

**DESIGNATED MEMBERS OF STAFF (Named Person) for Child Protection**

The Designated Safeguarding Lead (Named Person) for child protection in this school is:

**Fiona Newsome**

The Designated Safeguarding Deputy (Named Person) for child protection in this school is:

**Craig Drew, Claire Dunsire & Mark Hitchen**

The Designated Governor for Child Protection at this school is:

**Ms Sue Duffy**

**Our Child Protection Policy gives clear guidance on the responsibilities of all staff in relation to Child Protection as well as guidance on procedures to be followed if it is suspected that a child is at risk of harm.**

**RECRUITMENT**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in **Keeping Children Safe in Education (September 2025)** and ensure we meet requirements to have experienced and trained governors in Safer Recruitment, in particular:

- Check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service check before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

On completion of these checks full entries will be made in school's Single Central Record.

The Executive Headteacher, and at least one governor are trained in safer recruitment and at least one of these will be present at all job interviews.

## **VOLUNTEERS**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly (3 times in any one month) full vetting procedures will be carried out as previously detailed for employed staff. Diane Bonham SBM ensures that the appropriate checks have been made before communicating with SLT to appropriately deploy any volunteers.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by Diane Bonham and monitored by the named person, John Cooper EHT along with NSG Ms Sue Duffy.. The Single Central Record provides a vetting history of all currently employed staff, volunteers, supply staff, extended service providers and contractors (where deemed appropriate).

## **INDUCTION & TRAINING**

All new members of staff and volunteers receive induction which gives an overview of the organisation and ensures they know its purpose, values, services and structure, as well as induction in safeguarding policies and procedures (see Appendix A - induction checklist)

All new staff at the school (including volunteers) receive basic safeguarding and child protection information and a copy of all relevant policies within one week of starting their work at the school.

All staff access safeguarding training that enables them to fulfil their responsibilities in respect of child protection effectively. The school provides this training through in house training and e-learning packages.

Staff access regular safeguarding updates via briefings, meetings and electronic communication. The designated persons attend "named person" training every two years.

## **DEALING WITH CONCERNS**

All staff and volunteers are expected to be familiar with the school's Child Protection and Safeguarding policies and procedures.

Flow charts for Child Protection procedures are displayed on signs in all key areas of school. Teachers have access to CPOMS on their laptops to record concerns. Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

## **SAFEGUARDING IN SCHOOL**

As well as ensuring that we address child protection concerns, we also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

Sandy Lane Primary School will fulfil local and national responsibilities as laid out in the following documents:-

- Keeping Children Safe in Education – Statutory guidance for schools and colleges September 2024
- Working Together to Safeguard Children, March 2015 (Statutory guidance) **Updated Feb 2019**
- Guidance for safer working practice for those working with children and young people in education settings, May 2019
- Statutory guidance on children who run away or go missing from home or care – January 2014
- What to do if you're worried a child is being abused – March 2015
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers - March 2015
- Bradford Safeguarding Children Board Procedures
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157 & The Teachers' Standards 2012
- The Counter-Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015

Everyone working in school is expected to work within the school policies listed below:

- **Child Protection Policy**
- **Online Safety Policy**
- **Personal, Social and Health Education (PSHE)**
- **Use of Social Networking Sites Pact HR**
- **Equality Principles (including Public Sector Equality Duty)**
- **Positive Behaviour & Anti Bullying Principles**
- **Intimate Care Policy**
- **SEND Policy**
- **Health & Safety Policy**
- **Educational Visits Policy**
- **Attendance Policy**
- **Administration of Medicines Policy**
- **Accessibility Statement**
- **Whistleblowing Policy**
- **Mobile Phone and Mobile Devices**

## **PHOTOGRAPHING CHILDREN**

We understand that parents like to take photos of or video record their children in school plays, at sports days, or at other school events. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. This is on the understanding that these photos or clips will be used as family memorabilia only and will not be put on the internet. The school cannot be held accountable for photographs or video footage taken by parents or members of the public at school functions, but reminders are given to parents at all relevant events.

We do not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

Members of staff routinely take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school. These

photographs will be taken on school equipment only and stored on school systems only. Staff are made clear about the secure handling of images.

## **CONFIDENTIALITY**

The school, and all members of staff at the school (**including Governors and Volunteers**), ensure that all data about pupils is handled in accordance with the requirements of the law and any national and local guidance.

Regardless of the duty of confidentiality, if any member of staff, governor or volunteer has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

## **CONDUCT OF STAFF**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff (and Governors and Volunteers) are clear about what constitutes appropriate behaviour and professional boundaries. Clear and detailed guidance is defined in the school's Code of Conduct, which is closely aligned to the **Guidance for safer working practice for those working with children and young people in education settings**, October 2015. All staff and volunteers sign the Code of Conduct as part of their induction.

**ALLEGATIONS AGAINST MEMBERS OF STAFF** (*see related policy and procedures*) If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- **behaved in a way that has harmed a child, or may have harmed a child and/or**
- **possibly committed a criminal offence against or related to a child, and/or behaved towards a child or children in a way that indicates he or she may**
- **pose a risk of harm to children, and/or behaved or may have behaved in a way that indicates they**
- **may not be suitable to work with children.** <sup>3</sup>

The Executive Headteacher will handle such allegations, unless the allegation is against the Executive Head teacher (when the Chair of Governors will handle the school's response). The Executive Head teacher (or chair of governors) will gather information about the allegation, and report these without delay to the Local Authority.

## **BEFORE AND AFTER SCHOOL ACTIVITIES**

Before and After school clubs are monitored by the Senior Management Team who are responsible for intervening if they feel any of the policies regarding the safeguarding of pupils is being compromised.

## **CONTRACTED SERVICES**

Where the Governing Body contracts its services to outside providers, we ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## **WHISTLEBLOWING**

If members of staff ever have any concerns about people working in school, paid or unpaid, they have a professional duty to inform the Senior Leadership Team accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues with the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the Local Education Authority's policy on Whistleblowing. A copy of this can be made available on request from the school office.

**Sandy Lane Primary School Induction for All Staff and volunteers**

	Y/N
<b>DBS Checks (all staff and volunteers – n/a for work experience placements from schools)</b>	
Current and valid enhanced DBS in place	
<b>Safeguarding</b> <b>The following documents must be given out and explained as part of induction. The recipient must sign for receipt and agree that they will read them and adhere to the policies, practices and guidance within:</b>	
Child Protection Policy	
Safeguarding Policy	
E-Safeguarding Policy	
Mobile Phone & Mobile Device Policy	
Guidance for Safer Working Practice	
Code of Conduct (must be signed and a copy retained during induction)	
Keeping Children Safe in Education (most recent version)	
Handbook (relevant to role)	
Positive Behaviour Policy	
ICT and Communications Policy	
Social Networking Policy	
<b>Health &amp; Safety</b>	
Aware of fire evacuation plan	
Aware of basic H&S information (refer to office for a copy of the policy)	
<b>Policies</b>	

<p>Aware of school policies and how to access them including (but not exclusively):</p> <ul style="list-style-type: none"> <li>• <b>Child Protection Policy</b></li> <li>• <b>E-Safety Policy</b></li> <li>• <b>Personal, Social and Health Education (PSHE)</b></li> <li>• <b>Use of Social Networking Sites Pact HR</b></li> <li>• <b>Equality Principles (including Public Sector Equality Duty)</b></li> <li>• <b>Positive Behaviour &amp; Anti Bullying Principles</b></li> <li>• <b>Intimate Care Policy</b></li> <li>• <b>SEND Policy</b></li> <li>• <b>Health &amp; Safety Policy</b></li> <li>• <b>Educational Visits Policy</b></li> <li>• <b>Attendance Policy</b></li> <li>• <b>Administration of Medicines Policy</b></li> <li>• <b>Accessibility Statement</b></li> <li>• <b>Whistleblowing Policy</b></li> <li>• <b>Mobile Phone and Mobile Devices</b></li> <li>• <b>Visitors Policy</b></li> </ul>	
<p><b>Performance Management / NQT Induction / Appraisal (where relevant)</b></p>	
<p><input type="checkbox"/> Systems and expectations explained and understood</p>	
<p><b>Behaviour/ Incident Reporting</b></p>	
<p>Aware of Behaviour systems and policy</p>	
<p>Aware of incident reporting process – CPOMS Volunteers/students to inform member of staff</p>	
<p><b>Housekeeping</b></p>	
<p>Aware of systems and expectations for:</p> <ul style="list-style-type: none"> <li>• absence and illness</li> <li>• messages</li> <li>• tea and coffee</li> <li>• health and safety / tidiness / organisation</li> <li>• caretaking / cleaning issues</li> </ul>	

Signed..... Name ..... Date .....

Signed ..... Name ..... Date .....

### Additional Induction for Teachers

	??
<b>1265</b>	
<b>Holiday dates / training days / meeting expectations</b>	
<b>Teaching and Learning Expectations</b> Is aware of the following:	
Long and Short term planning expectations	
Learn to Learn expectations	
Curriculum co-ordination responsibilities	
Curriculum policies including (not exclusively) Assessment, Curriculum Mission Statement, Literacy, Marking & Feedback, Maths	
Aware of the process for completing Risk Assessments	
<b>Classroom Environment</b>	
Working Walls	
Display	
<b>Monitoring</b>	
Monitoring schedules, expectations and responsibilities	

Signed..... Name ..... Date .....

Signed ..... Name ..... Date .....

**Sandy Lane Primary School**  
**Child Absconding from School Protocol**

<b>STEP 1</b> Alert the Executive Headteacher or member of the Leadership Team and office staff by sending another member of staff.	
<b>STEP 2</b> If outside of school building return remaining children into the school with a member of staff.	
<b>STEP 3</b> At the same time one member of staff should follow the child at a distance. The staff member should, where possible, remain in live contact with school at all times.	
<b>STEP 4</b> As soon as possible a member of the SLT must be informed and further members of staff should be directed to locate and accompany the original staff member who is following the pupil, taking a mobile phone with them. A staff member should remain in live contact with school at all times.	
<b>If the pupil can be located</b>	<b>If the pupil cannot be located within 5minutes</b>
<b>Step 5</b> When the pupil is located the Senior adult must speak in a firm, calm voice and issue a verbal command to come back to school with them. The adults are to remain close to the child so as to prevent the pupil running away and continue repeating the verbal command.	<b>Step 5</b> Call the Executive Headteacher or member of the Leadership Team who, dependent on the information given, may give permission to search for a further 5 minutes. If the pupil can still not be located within a further 5 minutes the Executive Headteacher or member of the Leadership Team is to inform parents/ guardians by telephone of current status
<b>Step 6</b> If the child who absconded refuses to follow a verbal command to return to school, an adult is to call for further back up.	<b>Step 6</b> Executive Headteacher or member of the Leadership Team to inform the Police immediately or delegate someone to dial 999 and provide relevant information.
<b>Step 7</b> If possible the pupil is to be escorted back to school.	<b>Step 7</b> On arrival of Police ensure all known facts are given to officers. A request can be made for the Police to assist with further parent liaison.
<b>STEP 8</b> The Executive Headteacher or member of the Leadership Team to inform parents/guardians by telephone of current status.	<b>STEP 8</b> Police instructions should be implicitly followed. No press briefing should be made unless directed by the Police with the input of the local authority.
<b>STEP 9</b> As soon as possible a behaviour meeting must take pCLA/PLAe with the child, their parent(s) and the Executive Headteacher or member of the Leadership Team.	<b>STEP 9</b> The Executive Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/ relevant factual information (Ensure date and times of actions are recorded).
<b>Step 10</b> Executive Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/relevant factual information. (Ensure date and times of actions are recorded).	<b>STEP 10</b> The Executive Headteacher or member of the Leadership Team to alert the Chair of Governors and named safeguarding governor (in their absence Vice Chair of Governors).
<b>STEP 11</b> A full evaluation and analysis to be completed by Executive Headteacher and all members of staff involved.	<b>STEP 11</b> The Executive Headteacher or member of the Leadership Team to hold a staff briefing when possible to advise of current situation. Ensure staff are aware of information sharing protocols.
<b>STEP 12</b> The Executive Headteacher or member of the Leadership Team to hold a staff briefing when possible to advise of current situation.	<b>STEP 12</b> Once resolved, school to conduct an incident analysis and arrange a follow up meeting with parents/ guardians.

Ensure staff are aware of information sharing protocols.	
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### Child Absconding from an Educational Visit Protocol

<b>STEP 1</b> Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. School mobile telephones should be taken and numbers MUST be exchanged prior to the commencement of the visit.	
<b>STEP 2</b> Where possible, one staff member should follow the child at a distance. They should remain in contact with the Visit Leader at all times whilst following. As soon as possible, and if staffing ratios allow, one further adult should be directed to locate and accompany the original staff member who is following.	
<b>STEP 3</b> The Visit Leader should contact the Executive Headteacher (or other member of the Leadership Team) in school to inform them of the situation as soon as possible.	
<b>If the pupil can be located</b>	<b>If the pupil cannot be located within 5minutes</b>
<b>Step 4</b> When the pupil is located the Trip leader must be informed. The senior adult must speak in a firm, calm voice and issue a verbal command to come back to the meeting point/ transport with them. The adults are to remain close to the child so as to prevent the pupil running away and continue repeating the verbal command.	<b>Step 4</b> Call the Executive Headteacher or member of the Leadership Team who, dependent on the information given, may give permission to search for a further 5 minutes. If the pupil can still not be located within after a further 5 minutes, the Executive Headteacher or member of the Leadership Team to inform parents/ guardians by telephone of current status.
<b>Step 5</b> If the child who absconded refuses to follow a verbal command to return an adult is call for further back up.	<b>Step 5</b> Executive Headteacher or member of the Leadership Team to inform the Police immediately or delegate someone to dial 999 and provide the relevant information.
<b>Step 6</b> If possible the pupil is to be held in a “team Teach “hold and escorted back to school group / transport.	<b>Step 6</b> On arrival of Police ensure all known facts are given to officers. A request can be made for the Police to assist with further parent liaison.
<b>STEP 7</b> The Executive Headteacher or member of the Leadership Team to inform parents/guardians by telephone of current status.	<b>STEP 7</b> Police instructions should be implicitly followed. No press briefing should be made unless directed by the Police with the input of the local authority.
<b>STEP 8</b> Executive Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/relevant factual information. (Ensure date and times of actions are recorded).	<b>STEP 8</b> The Executive Headteacher or member of the Leadership Team to commence an incident log and accurately document all actions/ relevant factual information (Ensure date and times of actions are recorded).
<b>Step 9</b> On return to school: Head Teacher or member of the Leadership Team & the Visit Staff members to complete school’s critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents/guardians.	<b>STEP 9</b> The Executive Headteacher or member of the Leadership Team to alert the Chair of Governors and named safeguarding governor (in their absence Vice Chair of Governors).

<b>STEP 10</b> A full evaluation and analysis to be completed by Executive Headteacher and all members of staff involved.	<b>STEP 10</b> On return to school: Head Teacher or member of the Leadership Team & the Visit Staff members to complete school's critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents/guardians.
<b>STEP 11</b> The Executive Headteacher or member of the Leadership Team to hold a staff briefing when possible to advise of current situation. Ensure staff are aware of information sharing protocols.	

## Care and Control and Use of Force Policy:

### Introduction

The purpose of the policy is to clarify the situation for all teaching and support staff working with children and young people, to inform them what is acceptable in relation to the use of physical intervention to manage challenging behaviour, and to prevent any misunderstanding of their intentions. It is also intended to inform children, their parent(s), carer(s), families and other relevant stakeholders of the legal position in relation to physical intervention, and systems and procedures that we follow at Sandy Lane Primary School.

There is a common misconception that any physical contact with a child is in some way unlawful. This is NOT true.

***“It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid.”***

### **Page 8, The Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2013<sup>4</sup>**

At Sandy Lane Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an individual Positive Handling Plan (PHP) and risk assessment. These plans will be recorded in a child’s SEN file and on CPOMs as and when a plan becomes necessary. In relation to inappropriate behaviour, staff at the school will use their skills to defuse conflict situations. We will distract, cajole, persuade and negotiate with young people as well as reminding them of rules, privileges, rewards and sanctions.

There may be circumstances however, where verbal de-escalation alone is not enough to deal with the risks that present themselves, and physical steps need to be taken.

This policy has been drawn up taking cognisance of DFE guidance: The Use of Reasonable Force (July 2013), Section 93 of The Education and Inspections Act 2006, DFES guidance LEA/264/2003: Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Sept 2003) and the joint DFES/DOH guidance: Guidance for Restrictive Physical Interventions (July 2002).

This policy should be read in conjunction with the school’s Behaviour Policy, Health and Safety Policy and Child Protection and Safeguarding Policy.

Every effort will be made to ensure that all staff at Sandy Lane Primary School.:

- i. clearly understand this policy and their responsibilities in the context of their Duty of Care in taking appropriate measures where physical intervention is necessary

- ii. are provided with appropriate training during staff meetings to deal with incidents safely and effectively. Certain key staff in school are Team Teach trained (recorded on the single central record) which provides de-escalation strategies in the first instances and safe handling training if need arises. It is not possible to train all staff, but through regular staff training sessions, key principles can be disseminated and key staff can be on hand when needed for assistance or advice.

## **Underpinning values**

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

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.
- Pupils attending this school and their parents have a right to:
  - individual consideration of pupil needs by the staff who have responsibility for their care and protection;
  - expect staff to undertake their duties and responsibilities in accordance with the school's policies;
  - be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
  - be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

## **Strategies for dealing with challenging behaviour**

### **Prevention of challenging behaviour**

#### **Primary Prevention**

This is achieved by: -

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed.

## **Secondary Prevention**

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

At this stage, a Positive Handling Plan (PHP)(see also SEND & Schools Positive Behaviour Policy) will be set up to clarify the appropriate application of gradually increasing or decreasing levels of force in response to the particular child/young person's behaviour.

Where there is clear documented evidence on schools CPOMS system that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated to children and staff with **NOT** using an RPI are greater than the risks of using a RPI, and
- Other appropriate methods, which do not involve RPI, have been tried without success.

The school uses Social and Emotional Aspects of Learning (SEAL)<sup>5</sup> and "second steps" approaches to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

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

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
  - that this is the second request for compliance;
  - an explanation of why observed behaviour is unacceptable;
  - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of the unavoidable intention to intervene physically if pupil cannot calm down and that this will cease when the pupil complies, if possible summon assistance from other staff.
- Physical intervention. Reasonable force being used in line with legislation and guidance.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

## **The Legal Implications**

### **Duty of Care**

All staff working within the school have a 'Duty of Care' to the children and young people and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety. Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury to any person, or damage to property

Taking no action which results in a person being injured, could leave a member of staff open to an allegation that they were in neglect of their Duty of Care.

### **The Children's Act<sup>6</sup>**

Staff will always follow the principles enshrined in the above act whereby the safety and wellbeing of the children is paramount. Staff will act in accordance with the 'best interest's principle', acting honestly and in good faith to protect what they perceive to be the best interests of the child/children.

### **Section 94**

Section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force' states:

A member of the staff of a school may **use such force as is reasonable** in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- committing an offence
- injuring themselves or others, or causing damage to property
- Compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in the lab or on the sports field)
- when a pupil at risk absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, governors, parents and pupils and that clear contingencies are known to all.

### **The Application of Force**

The application of any form of physical control inevitably carries an attached risk of unintended harm and this pCLA/PLAes staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

When circumstances justify, staff **AS A LAST RESORT**, may: -

- physically interpose between pupils
- block a pupil's path
- hold a pupil in a controlled manner
- use escorting techniques in a controlled manner
- in extreme circumstances, use more restrictive holds.

Staff's response to an incident should seek to employ a gradually increasing or decreasing level of force in response to the child/young person's behaviour as set out in the child's PHP. If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of DFE recommendations as set out in the guidance document, and not hold pupils in such a way that they may be injured or prevented from breathing.

During any incident involving the use of force, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

### **Reasonable Force**

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

**THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.**

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Whether the degree of force used is reasonable will also be determined by the child's age; gender; stature; medical history; level of physical, emotional and intellectual development; special needs; and social context.

### **Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling Plans (PHPs) are a plan for the positive management of pupils' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

- Physical intervention - the use of any physical handling technique that has the child or young person's compliance. (e.g. prompting, herding)
- Restrictive physical intervention (RPI), Restraint - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement (i.e. the child or young person is no longer compliant)

A **planned intervention** is one that is described/outlined in the pupil's PHP. This should cover most interventions, as possible scenarios will be identified and planned for when the PHP is drawn up. These interventions may include the use of Team -Teach physical intervention technique

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their Duty of Care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received.

Following any such incident, a PHP will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

### **Positive Handling Plans (PHPs)**

Where behavioural CPOMs records and/or risk assessment identifies a need for a planned approach, PHPs are written for individual children and where possible, these will be designed through multi-agency collaboration in conjunction with the child and their parent/carer. With parental consent, these plans may be shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Where a PHP is required, a meeting will take place between the school, the child, their parent/carer and any other stakeholder/service where appropriate, to set out a written plan that will identify the key drivers and trigger points for a child's behaviour and a gradual and graded system of staff response which may include the application of gradually increasing or decreasing levels of force in response to the child/young person's behaviour. The purpose of a PHP is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need for any physical intervention. The plans do need to cover this however, in the event that all else has failed.

Any techniques used will take account of a young person's;

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

### **Personal Safety**

There may be times when a member of staff may need to defend themselves from a physical assault or 'break away' from a child who has taken hold of them. It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting.

All staff will be given input on key skills and principles regarding personal safety and self-defence, as part of their ongoing training

## **Restrictive Physical Interventions and Risk Assessment**

Both challenging behaviour and RPIs will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's PHP and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils whose challenging behaviour may pose a risk to staff or pupils will be the subject of an Individual Pupil Risk Assessment (IPRA) and will have a PHP drawn up as a result of this. These will be shared with all staff and stored in their file. These will be drawn up in conjunction with and shared with parents and carers.

All staff authorised to use physical intervention with pupils receive training in Team-Teach techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

### **Responsibility of Staff**

The Act authorises all staff at the school to use reasonable force to control or restrain pupils. The Executive Head Teacher will ensure that all staff are aware of, and understand, what the authorisation entails.

Where a pupil is recognised as likely to behave in ways which may require physical control, staff should initiate the production of IPRA's and PHP's. This will consist of a referral to schools inclusion leader, via CPOMS. Staff will use the Pupil Risk Assessment (Behaviour) lozenge on CPOMS to flag up their concerns, reflecting also their perception of the seriousness of need. This plan will be drawn up in conjunction with the SEN co-ordinator and shared with all pertinent staff at the school. The plan will also be made available and discussed with the child, their parent(s), carer(s), families and other relevant stakeholders.

Pupils' PHPs are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

Any force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain.

Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum force must be used.

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability

to carry out pupils' PHPs have a duty to report these to the Executive Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. EHT must report any such circumstances to the Chair of Governors.

### **Training Issues**

Training on managing behaviour at some level will be available for **all** staff at Sandy Lane. For some staff this is enhanced by Team-Teach training in the use of positive handling and it is the responsibility of the Executive Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Team-Teach techniques without appropriate training. Arrangements for training will be made clear as part of the induction of staff and training will be provided as part of on-going staff

development.

Sandy Lane is committed to using Team-Teach. Team-Teach Ltd is a training provider that is accredited through the British Institute of Learning Difficulties (BILD) and adheres to their Code of Practice on physical intervention.

### **Action and support after an incident**

#### **De-brief (Learning from an incident)**

It is essential to 'debrief' as soon as possible after the incident (child/young person and staff member(s) involved), however all persons involved will require a short period of time to allow heightened emotions to dissipate before engaging in this process.

Training has been given to all staff on debrief procedures and systems. At Sandy Lane will endeavour to follow this procedure.

- ISOLATE – we will ensure the person is somewhere quiet and calm;
- EXPLORE – we will allow the person to tell us what has happened first;
- SHARE – we will then give our (or other's) perspective of a situation;
- CONNECT – through careful questioning, we will connect the behaviour to the drivers, i.e., we will seek to discover not just *what* happened, but *why* it happened;
- ALTERNATIVES – we will explore alternative ways that a situation could have been dealt with;
- PLAN – we will ensure that plans are put in place (or reviewed if a PHP already exists) to help us deal with any future incidents;
- ENTER (RE) – we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal working environment.

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

- Review of Individual Pupil Risk Assessment (IPRA) and/or PHP
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff Disciplinary Procedure
- Pupil Positive Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff

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

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

### **Recording and Reporting of Incidents**

If a restrictive physical intervention is used on a pupil the Executive Headteacher or in his absence Head of School must be notified at once. The name of the pupil will then be recorded on CPOMs along with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. The parent(s)/carer(s) of the child will be notified as soon as possible via a telephone call or face to face and be given the opportunity to discuss the incident.

Appropriate documentation will be completed on CPOMs with an IPRA or PHP form scanned to CPOMs as soon as possible after the incident (within 24 hours), normally prior to staff going off duty and be signed by all staff involved and the Executive Headteacher or Head of School

### **Monitoring incidents**

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

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

### **Staff from the Local Authority working within the school**

Support Services will have their own policies for care and control of pupils. When working within school it is the Head Teacher's responsibility to ensure that colleagues from any support service are aware of school policy and practice.

### **Involvement of children, parent(s)/carer(s), families and other relevant stakeholders**

As stated throughout this policy, children, their parent(s)/carer(s), families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols at Sandy Lane School.

They will be invited to take part in;

- the IPRA and PHP processes
- reviewing progress and the effectiveness of any plans put in place
- any reviews or changes that need to be made to IPRA's and/or PHP's

Parent(s)/carer(s), families and other relevant stakeholders will be notified as soon as possible, where there has been need to use an RPI or seclusion.

### **Complaints**

In the event of a complaint or allegation that a member of staff has used unreasonable force\* - or where a child has been injured during a physical intervention - the Executive Head teacher\* should in all circumstances undertake a consultation with the Local Authority Designated Officer (LADO) in line with the school's safeguarding procedures. In Bradford, this will usually be via the school's HR adviser. "Keeping Children Safe in Education" (DfE 2022), and the school's Child Protection policy give specific guidance on allegations management and the role of the LADO.<sup>7</sup>

\*in the event of a complaint against the Executive Headteacher the Chair of Governors will consult the LADO.

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<sup>7</sup> LADO: Local Authority Designated Officer: <https://bso.bradford.gov.uk/news/17340--new-lado-referral-form>

For other types of complaint relating to an incident, the normal procedures of the school will be used and these will be made clear to all parent(s)/carer(s).

### **What happens if a pupil complains when force is used on them?**

*(Taken from Use of reasonable force-Advice for headteachers, staff and governing bodies July 2013<sup>8</sup>*

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher.
- This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.  
As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Whistle Blowing**

Whilst the training in Team-Teach provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their Duty of Care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher or another Senior Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improved.



## Record of Violence at Work Form

Name of person completing form:

Date of incident:

Location of incident:

Short explanation of what happened:

Please indicate violence:

Swearing	
Spitting	
Physical injury	
Sexual harassment	
Racial harassment	

Name of staff involved and who witnessed the incident:

Signed:

## Children Looked After & Previously looked after CLA/PLA

Designated Teachers: Mr C Drew

Designated Governor: Mr. Sajid Hussain

Nationally, Children Looked After & Previously looked after significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Children Looked After & Previously looked after are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Sandy Lane Primary School believes that in partnership with Bradford Council, as Corporate Parents, we have a special duty to safeguard and promote the education of Children Looked After & Previously looked after.

Who are Children Looked After? (They may have been previously looked after)

- Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:
- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Children Looked After & Previously looked after' –

- CLA/PLA. They may be looked after by our local authority or may be in the care of another authority but living in ours.
- CLA/PLA reviews, involving the school, will take CLA/PLA up until an adoption order has been granted.
- However, Pupil Premium Plus funding will continue for CLA/PLA until they are 16 years old.

### AIMS

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Children Looked After & Previously looked after and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
- To ensure that school policies and procedures are followed for CLA/PLA as for all children

- To work with the Virtual School and ensure that carers and social workers of CLA/PLA pupils are kept fully informed of their child's progress and attainment.
- To fulfil our schools' role as corporate parents to promote and support the education of our Children Looked After & Previously looked after, by asking the question, 'Would this be good enough for my child?'

Our school's approach to supporting the educational achievement of Children Looked After & Previously looked after is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations and raising aspiration
- Promoting inclusion
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Minimising exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

#### IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated teacher for Children Looked After & Previously looked after who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Children Looked After & Previously looked after in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Children Looked After & Previously looked after.

The role and responsibilities of the designated teacher for Children Looked After & Previously looked after

#### Designated teacher (DT)

- The role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act).
- The designated teacher must be a qualified teacher or a member of staff who is likely to gain QTS by September 2024.
- Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to CLA/PLA. They need to be able to influence decisions about the teaching and learning of these children.

#### Responsibilities in school:

- Knowing who all the CLA/PLA are in school and ensuring that availability of all relevant details from school record-keeping systems as required.

- Attending relevant training about CLA/PLA and acting as the key liaison professional for other agencies and carers in relation to CLA/PLA
- Promoting a culture of high expectations and aspirations for how CLA/PLA should learn.
- Helping school staff understand the issues that affect the learning of CLA/PLA such as differentiated teaching strategies appropriate for individual children and in making full use of AFL.<sup>9</sup>
- Making sure that CLA/PLA are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Removing the barriers to learning for CLA/PLA.
- Ensuring any CLA/PLA new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Developing personalised learning packages for CLA/PLA in conjunction with the relevant teaching staff.
- Ensuring that the CLA/PLA in their school have a voice in setting learning targets for themselves.
- Championing for CLA/PLA.
- Leading on developing and implementing the PEP within the school. The social worker is responsible for initiating the PEP process completing the front page of the PEP form.
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved.
- Ensuring the child makes a smooth transition to the new school and that the child's records are transferred without delay.
- Liaising with the Virtual School in all aspects of the CLA/PLA progress and support.
- Convening urgent multi-agency meetings if a CLA/PLA is experiencing difficulties or is at risk of exclusion.
- Arranging for a mentor or key worker to whom the young person can talk to. Arranging for the CLA/PLA to be supported by its peers.
- Producing at least one annual report\* to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in CLA/PLA are effective in addressing the learning needs of CLA/PLA, how the DT works in partnership with the LA, training undertaken for carrying out the role effectively. The report must not mention the children's names for confidentiality reasons.
- Promoting good home-school links and the importance of education as a way of improving life chances for CLA/PLA.

For more information please see: The role and responsibilities of the designated teacher for Children Looked After & Previously looked after – Statutory guidance for school governing bodies. <http://publications.teachernet.gov.uk/eOrderingDownload/01046-2009BKT-EN.PDF>

Improving the Educational Attainment of Children in Care (Children Looked After & Previously looked after) <http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00523-2009.pdf> Improving the attainment of Children Looked After & Previously looked after in primary schools – Guidance for Schools <http://publications.teachernet.gov.uk/eOrderingDownload/01047-2009.pdf>

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<sup>9</sup> Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

Improving the attainment of looked after young people in secondary schools –  
Guidance for Schools

<http://publications.teachernet.gov.uk/eOrderingDownload/01048-2009.pdf>

The role and responsibility of the governing body

- Support the local authority in its statutory duty to promote the educational achievement of Children Looked After & Previously looked after.
- Ensure that the DT is given the appropriate level of support in order to fulfil their role.
- In partnership with the head teacher, ensure that, through their training and development, the DT has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of CLA/PLA.
- Governing bodies and the SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting CLA/PLA to achieve.
- The governing body, in partnership with the head teacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

The school will champion the needs of Children Looked After & Previously looked after, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Children Looked After & Previously looked after when reviewing them:

Child Protection Policy

Safeguarding Policy

The school code of conduct

Behaviour Policy

Anti-bullying Policy

Home-school agreement

Equal Opportunities Policy

Special Educational Needs Policy

## Supporting pupils with medical conditions policy

This policy is written in line with the requirements of:-

- Children and Families Act 2014 - section 100
- Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England, DfE Sept 2014
- 0-25 SEND Code of Practice, DfE 2014
- Mental Health and behaviour in schools: departmental advice for school staff, DfE June 2014
- Equalities Act 2010
- Schools Admissions Code, DfE 1 Feb 2010

This policy should be read in conjunction with the following school policies  
SEN Policy / SEN Information Report, Safeguarding Policy, Complaints Policy etc.

This policy was developed in consultation with the Governing Body and will be reviewed annually.

### Definitions of medical Conditions

Pupils' medical needs may be broadly summarised as being of two types:-

**Short-term** affecting their participation at school because they are on a course of medication – please see attached guidelines for administering medicine.

**Long-term** potentially limiting access to education and requiring on-going support, medicines or care while at school to help them to manage their condition and keep them well, including monitoring and intervention in emergency circumstances. It is important that parents feel confident that the school will provide effective support for their child's medical condition and that pupils feel safe.

Some children with medical conditions may be considered disabled. Where this is the case governing bodies **must** comply with their duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP). Where this is the case this policy should be read in conjunction with the 0-25 SEND Code of Practice and the school's SEN policy / SEN Information Report and the individual healthcare plan will become part of the EHCP.

### The statutory duty of the governing body

The governing body remains legally responsible and accountable for fulfilling their statutory duty for supporting pupils at school with medical conditions. The governing body of Sandy Lane Primary School fulfil this by:-

- Ensuring that arrangements are in place to support pupils with medical conditions. In doing so we will ensure that such children can access and enjoy the same opportunities at school as any other child;
- Taking into account that many medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others and therefore the focus is on the needs of each individual child and how their medical condition impacts on their school life;

- Ensuring that the arrangements give parents and pupils confidence in the school's ability to provide effective support for medical conditions, should show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care. We will ensure that staff are properly trained to provide the support that pupils need;
- Ensuring that no child with a medical condition is denied admission, or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with safeguarding duties, we will ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases, and reserve the right to refuse admittance to a child at times where it would be detrimental to the health of that child or others to do so;
- Ensuring that the arrangements put in place are sufficient to meet our statutory duties and ensure that policies, plans, procedures and systems are properly and effectively implemented;
- Developing a policy for supporting pupils with medical conditions that is reviewed regularly and accessible to parents and school staff (this policy);
- Ensuring that the policy includes details on how the policy will be implemented effectively, including a named person who has overall responsibility for policy implementation (see section below on policy implementation);
- Ensuring that the policy sets out the procedures to be followed whenever the school is notified that a pupil has a medical condition (see section below on procedure to be followed when notifications is received that a pupil has a medical condition);
- Ensuring that the policy covers the role of individual healthcare plans, and who is responsible for their development, in supporting pupils at school with medical conditions (see section below on individual healthcare plans);
- Ensuring that the school policy clearly identifies the roles and responsibilities of all those involved in arrangements for supporting pupils at school with medical conditions and how they will be supported, how their training needs will be assessed and how and by whom training will be commissioned and provided (see section below on staff training and support);
- Ensuring that the school policy covers arrangements for children who are competent to manage their own health needs and medicines (see section below on the child's role in managing their own medical needs);
- Ensuring that the policy is clear about the procedures to be followed for managing medicines including the completion of written records (see section below on managing medicines on school premises);
- Ensuring that the policy sets out what should happen in an emergency situation (see section below on emergency procedures);
- Ensuring that the arrangements are clear and unambiguous about the need to support actively pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so (see section on day trips, residential trips and sporting activities);

- Considering whether to
  - develop transport healthcare plans in conjunction with the LA for pupils with life-threatening conditions who use home- to- school transport
- Ensuring that the policy is explicit about what practice is not acceptable (see section on unacceptable practice);
- Ensuring that the appropriate level of insurance is in place and appropriate to the level of risk (see section on Liability and Indemnity);
- Ensuring that the policy sets out how complaints may be made and will be handled concerning the support to pupils with medical conditions (see section on complaints).

### **Policy implementation**

The statutory duty for making arrangements for supporting pupils at school with medical conditions rests with the governing Body. The governing body have conferred the following functions of the implementation of this policy to the staff below. However, the governing body remains legally responsible and accountable for fulfilling our statutory duty.

The overall responsibility for the implementation of this policy is given to John Cooper, Executive Headteacher. He will also be responsible for ensuring that sufficient staff are suitably trained and will ensure cover arrangements in cases of staff absences or staff turnover to ensure that someone is always available and on-site with an appropriate level of training.

Jade Wilson, SEND Co-ordinator will be responsible in conjunction with parents/carers, for drawing up, implementing, keeping under review the individual healthcare plan for each pupil, monitoring any changes and making sure relevant staff are aware of these plans.

All members of staff are expected to show a commitment and awareness of children's medical conditions and the expectations of this policy. All new members of staff will be inducted into the arrangements and guidelines in this policy upon taking up their post.

### **Procedure to be followed when notification is received that a pupil has a medical condition**

This covers notification prior to admission, procedures to cover transitional arrangements between schools or alternative providers, and the process to be followed upon reintegration after a period of absence or when pupils' needs change. For children being admitted to Sandy Lane Primary School for the first time with good notification given, the arrangements will be in place for the start of the relevant school term. In cases other cases, such as a new diagnosis or a child moving to Sandy Lane Primary School mid-term, we will make every effort to ensure that arrangements are put in place within two weeks.

In making the arrangements, we will take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. We also acknowledge that some may be more obvious than others. We will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.

We aim to ensure that parents/carers and pupils can have confidence in our ability to provide effective support for medical conditions in school, so the arrangements will show an understanding of how medical conditions impact on the child's ability to learn, as well as increase their confidence and promote self-care.

We will ensure that staff are properly trained and supervised to support pupils' medical conditions and will be clear and unambiguous about the need to support actively pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them in doing so. We will make arrangements for the inclusion of pupils in such activities with any adjustments as required unless evidence from a clinician such as a GP states that this is not possible. We will make sure that no child with a medical condition is denied admission or prevented from attending the school because arrangements for supporting their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that all pupils' health is not put at unnecessary risk from, for example infectious disease. We will therefore not accept a child in school at times where it would be detrimental to the health of that child or others.

Sandy Lane Primary School does not have to wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on available evidence. This would normally involve some form of medical evidence and consultation with parents/carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place. These discussions will be led by Fiona Newsome, and following these discussions an individual healthcare plan will be written in conjunction with the parent/carers by Louise Johnson, and be put in place. See Annex A for Model process for developing individual healthcare plans.

### **Individual healthcare plans**

Individual healthcare plans will help to ensure that Sandy Lane Primary School effectively supports pupils with medical conditions. They will provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. They are likely to be helpful in the majority of other cases too, especially where medical conditions are long-term and complex. However, not all children will require one. The school, healthcare professional and parent/carer should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached the Executive Headteacher, John Cooper, is best placed to take a final view.

Individual healthcare plans will be easily accessible to all who need to refer to them, while preserving confidentiality. Plans will capture the key information and actions that are required to support the child effectively. The level of detail within the plan will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support. Where a child has SEN but does not have a statement of EHC plan, their special educational needs should be mentioned in their individual healthcare plan.

Individual healthcare plans (and their review) should be drawn up in partnership between the school, parents/carers and a relevant healthcare professional eg school, specialist or children's community nurse, who can best advise on the particular needs of the child. Pupils should also be involved whenever appropriate. The aim should be to capture the steps which Sandy Lane Primary School should take to help manage their condition and overcome any potential barriers to getting the most from their education. Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.

Sandy Lane Primary School will ensure that individual healthcare plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed. They will be developed and reviewed with the child's best interests in mind and ensure that Sandy Lane Primary School assesses and manages risks to the child's education, health and social wellbeing, and minimises disruption. Where a child is returning to school following a period of hospital education or alternative provision,

we will work with the local authority and education provider to ensure that the individual healthcare plan identifies the support the child will need to reintegrate effectively.

The individual healthcare plan should suit the specific needs of each pupil, and should include the following information

- The medical condition, its triggers, signs, symptoms and treatments;
- The pupil's resulting needs, including medication (dose, side effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues eg crowded corridors, travel time between lessons;
- Specific support for the pupil's educational, social and emotional needs - for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- The level of support needed (some children will be able to take responsibility for their own health needs) including in emergencies. If a child is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring;
- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a healthcare professional; and cover arrangements for when they are unavailable;
- Who in the school needs to be aware of the child's condition and the support required;
- Arrangements for written permission from parents/carer and the Executive Headteacher, John Cooper, for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- Separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate eg, risk assessment;
- Where confidentiality issues are raised by the parent/child, the designated individual to be entrusted with information about the child's condition; and
- What to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan.

### **Roles and responsibilities**

Please refer to the section on policy implementation for the functions that have been delegated to different, named members of staff at Sandy Lane Primary School.

In addition we can refer to the **Community Nursing Team** for support with drawing up Individual Healthcare Plans, provide or commission specialist medical training, liaison with lead clinicians and

advice or support in relation to pupils with medical conditions.

Other **healthcare professionals, including GPs and paediatricians** should notify the Community Nursing Team when a child has been identified as having a medical condition that will require support at school. Specialist local health teams may be able to provide support, and training to staff, for children with particular conditions (eg asthma, diabetes, epilepsy).

**Pupils** with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual healthcare plan. Other pupils will often be sensitive to the needs of those with medical conditions and can, for example, alert staff to the deteriorating condition or emergency need of pupils with medical conditions.

**Parents/carers** should provide the school with sufficient and up-to-date information about their child's medical needs. They may in some cases be the first to notify the school that their child has a medical condition. Parents are key partners and should be involved in the development and review of their child's individual healthcare plan, and may be involved in its drafting. They should carry out any action they have agreed to as part of its implementation, eg provide medicines and equipment and ensure they or another nominated adult are contactable at all times.

**Local authorities** are commissioners of school nurses for maintained schools and academies in Bradford. Under Section 10 of the Children Act 2004, they have a duty to promote co-operation between relevant partners such as governing bodies of maintained schools, proprietors of academies, clinical commissioning groups and NHS England, with a view to improving the well-being of children with regard to their physical and mental health, and their education, training and recreation. Where pupils would not receive a suitable education in a mainstream school because of their health needs, the local authority has a duty to make other arrangements. Statutory guidance for local authorities sets out that they should be ready to make arrangements under this duty when it is clear that a child will be away from school for 15 days or more because of health needs (whether consecutive or cumulative across the year) [education for children with health needs who cannot attend school](#).

**Providers of health services** should co-operate with schools that are supporting children with medical conditions. They can provide valuable support, information, advice and guidance to schools and their staff, to support children with medical conditions at school.

The **Ofsted** inspection framework places a clear emphasis on meeting the needs of disabled children and pupils with SEN, and considering the quality of teaching and the progress made by these pupils. Inspectors are already briefed to consider the needs of pupils with chronic or long-term medical conditions alongside these groups and to report on how well their needs are being met. Schools are expected to have a policy dealing with medical needs and to be able to demonstrate that it is being implemented effectively.

### **Staff training and support**

All staff who are required to provide support to pupils for medical conditions will be trained by healthcare professionals qualified to do so. The training needs will be identified by the healthcare professionals during the development or review of the individual healthcare plan. We may choose to arrange training ourselves and will ensure that it remains up-to-date.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions and to fulfil the requirements set out in the individual

healthcare plans. They will need an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

Staff must not undertake healthcare procedures without appropriate training (updated to reflect any individual healthcare plans). A first aid certificate does not constitute appropriate training in supporting children with medical conditions. Healthcare professionals, including the school nurse, can provide confirmation of proficiency of staff in a medical procedure, or in providing medication.

All staff will receive induction training and regular whole school awareness training so that all staff are aware of the school's policy for supporting pupils with medical conditions and their role in implementing the policy. John Cooper, Executive Headteacher, will seek advice from relevant healthcare professions about training needs, including preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.

The family of a child will often be key in providing relevant information to school staff about how their child's needs can be met, and parents will be asked for their views. They should provide specific advice, but should not be the sole trainer.

Template C will be used to record staff training for epi-pen, asthma etc.

Annex C is a list of training undertaken by staff.

### **The child's role in managing their own medical needs**

If, after discussion with the parent/carer, it is agreed that the child is competent to manage his/her own medication and procedures, he/she will be encouraged to do so. This will be reflected in the individual healthcare plan.

Wherever possible children should be able to access their medication for self-medicating quickly and easily; it will be named and stored in the cupboard/ class medical bag in the classroom to ensure that the safeguarding of other children is not compromised. Sandy Lane Primary School does also recognise that children who take their medicines themselves and/or manage procedures may require an appropriate level of supervision. If it is not appropriate for a child to self-manage, then relevant staff will help to administer medicines and manage procedures for them.

If a child refuses to take medicine or carry out a necessary procedure, staff should not force them to do so, but follow the procedure agreed in the individual healthcare plan. Parents will be informed so that alternative options can be considered.

### **Managing medicines on school premises and record keeping**

At Sandy Lane Primary School the following procedures are to be followed: See Annex B

- During school trips the First Aider/Group Leader will carry all medical devices and medicines required;
- A child who had been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence. Monitoring arrangements may be necessary. Otherwise we will keep all controlled drugs that have been prescribed for a pupil securely stored in class medical bags and only named staff will have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held in the school;
- Staff administering medicines should do so in accordance with the prescriber's instructions. Sandy Lane Primary School will keep a record (see template A and B) of all medicines administered to individual children, stating what, how and how much was

administered, when and by whom. Any side effects of the medication to be administered at school should be noted. Written records are kept of all medicines administered to children. These records offer protection to staff and children and provide evidence that agreed procedures have been followed;

- When no longer required, medicines should be returned to the parent/carer to arrange safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps;
- A child who is returning to school after a serious injury such as a broken bone should complete a risk assessment. This should be completed with the parent and a member of the Senior Leadership Team to assess/manage the risk to the child on their return to school. See template D (Request for re-entry of child to school post broken bone)

Schools procedures for keeping medical bags up to date:

- Every classroom keeps all emergency medication in a first aid bag hooked up behind the classroom door
- The bags are to be checked weekly by the class teacher to ensure all medication needed for the children in their class is there and in date
- The lead first aider will check the weekly checks are happening every 2 weeks and report any issues to the Head of School
- At the end of each academic year (last day of term) the lead first aider and senior administrator will collect all medical bags in and move medication into the class bags for the children's new classes in September. All bags will be labelled with the children and medical needs/ medication needed. Medication will also be checked to ensure it will still be in date in September and parents contacted if we need a replacement
- All bags and labels will be checked by the Head of School on the last day of term
- Medication will only be sent home over the summer if requested by the parents
- The week before the children return in September the admin team will send a message reminding parents to send in any medication that was sent home back into school on the first day of term

### **Emergency procedures**

John Cooper, Executive Headteacher will ensure that arrangements are in place for dealing with emergencies for all school activities wherever they take place, including school trips within and outside the UK, as part of the general risk management process.

Where a child has an individual healthcare plan, this should clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. Other pupils in the school should know what to do in general terms, such as informing a teacher immediately if they think help is needed.

If a child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. Schools need to ensure they understand the local emergency services cover arrangements and that the correct information is provided for navigation systems.

### **Day trips, residential visits, and sporting activities**

We will actively support pupils with medical conditions to participate in day trips, residential visits and sporting activities by being flexible and making reasonable adjustments unless there is evidence from a clinician such as a GP that this is not possible.

We will always conduct a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions can be included safely. This will involve consultation with parents\carers and relevant healthcare professions and will be informed by Health and Safety Executive (HSE) guidance on school trips.

### **Other issues for consideration**

Where a pupil uses home-to-school transport arranged by the LA and they also have a medical condition which is life-threatening, we will share the pupil's individual healthcare plan with the local authority.

A defibrillator is held in school in the staffroom and there are at least four staff members who are trained in how to use it.

Regulations have now changed and the school can now hold an asthma inhaler and Epi Pen in school for emergency use only. See annex D.

Consent forms have been completed by parents of children with asthma/ allergies to confirm an emergency inhaler/ Epi Pen can be used in the event of their individual inhaler not being available or unusable. See Template E.

If the emergency inhaler has been used by a child then a form is completed informing the parents that this has happened. See Template F.

### **Unacceptable practice**

Although staff at Sandy Lane Primary School should use their discretion and judge each case on its merit with reference to the child's individual healthcare plan, it is not generally acceptable practice to:

- Prevent children from easily accessing their inhalers and medication and administering their medication when and where necessary;
- Assume that every child with the same condition requires the same treatment;
- Ignore the views of the child or their parents\carers; or ignore medical evidence or opinion (although this may be challenged);
- Send children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans;
- If the child becomes ill, send them to the school office or medical room unaccompanied or with someone unsuitable;
- Penalise children for their attendance record if their absences are related to their medical condition, eg hospital appointments;
- Prevent pupils from drinking, eating or taking toilet breaks whenever they need to in order to manage their medical condition effectively;
- Prevent children from participating, or creating unnecessary barriers to children participating in any aspect of school life, including school trips, eg by requiring parents to accompany the child.

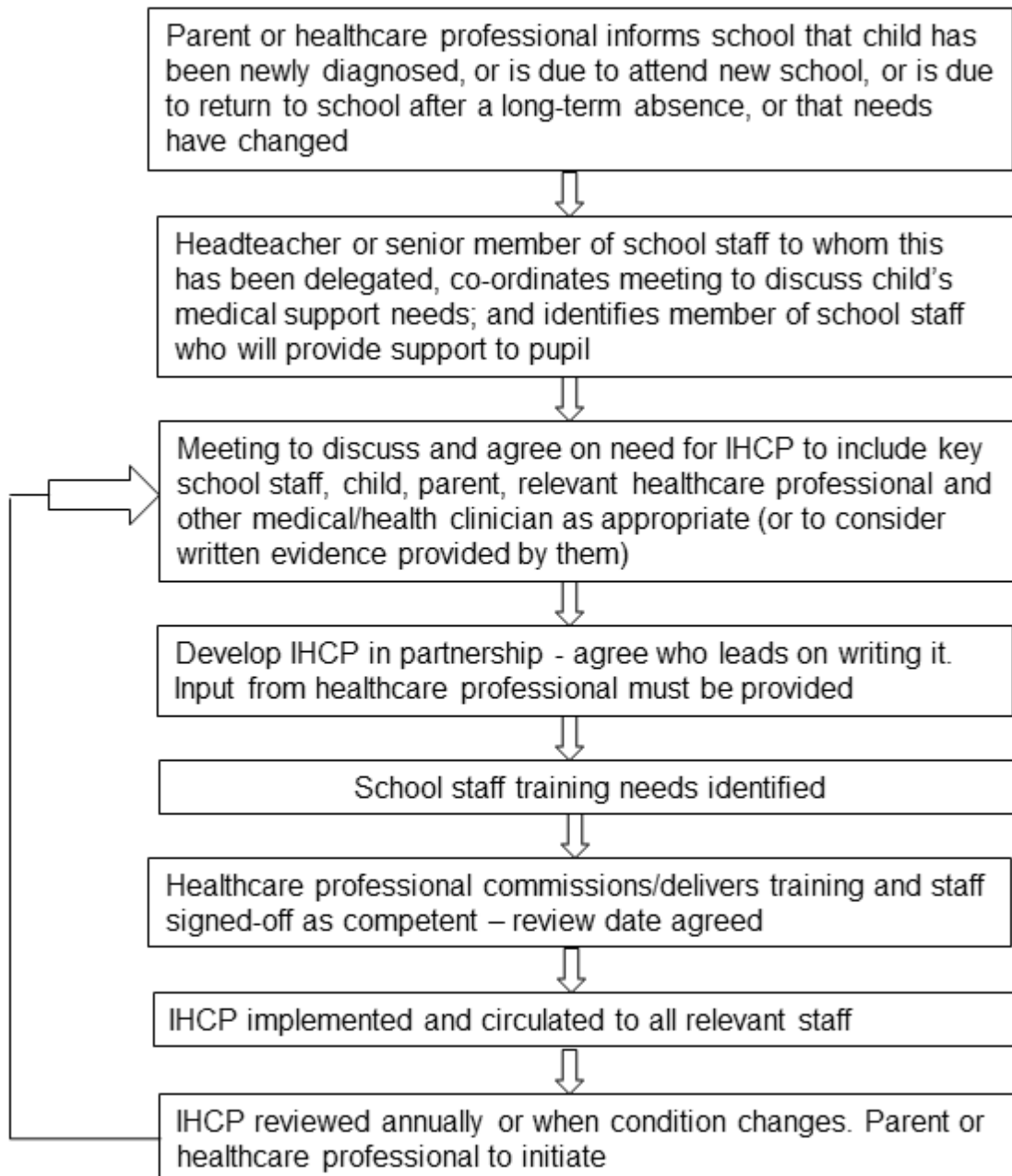
### **Liability and indemnity**

NB individual cover may need to be arranged for any healthcare procedures – seek advice from your own insurance provider. Any requirements of the insurance, such as the need for staff to be trained, should be made clear and complied with. In the event of a claim alleging negligence by a member of staff, civil actions are likely to be brought against the employer.

### **Complaints**

Should parents\carers be unhappy with any aspect of their child’s care at Sandy Lane Primary School, they must discuss their concerns with the school. This will be with the child’s class teacher in the first instance, with whom any issues should be addressed. If this does not resolve the problem or allay the concern, the problem should be brought to a member of leadership team, who will, where necessary, bring concerns to the attention of the Headteacher. In the unlikely event of this not resolving the issue, the parent\carer must make a formal complaint using Sandy Lane Primary School Complaints Procedure.

## Annex A: Model process for developing individual healthcare plan



## **Annex B: Guidelines for Administering Medicine**

- Parents must complete a Medicine Authorisation Form which is kept at the office when they bring the pupil's medicine into school. This gives details of the medicine to be given, the dosage, the time and the authority for Sandy Lane staff to administer it.
- School keeps Calpol and antihistamine medication in school. Parents must be contacted and give permission before school staff can administer this to a child. All parents have been asked to sign to say they would be happy to be contacted about their children being given these medications.
- Medicine that are prescribed by the doctor and must have the pupil's name and date of birth on the medicine bottle/tube. The medicine is kept either in a cupboard in the office or in the staffroom fridge.
- The form is then copied by the office staff, the copy goes to the pupil's class for information purposes and the original is kept in the office.
- The teaching assistant from the child's class then comes to the office with the pupil at the appropriate time to give the medicine.
- The teaching assistant signs the form in the office on the reverse to say that the medicine has been given, the dosage and the time it was given.
- The parent must collect the medicine from the office at the end of the day.

## Annex C: Training Undertaken by Staff

The following staff have received general training

### Paediatric First Aiders:

Shazia Khan	Learning Support	Expiry Date	28/06/2027
Beth Fox	Learning Support	Expiry Date	29/01/2027
Claire Skelly	Learning Support	Expiry Date	22/11/2026
Kami Kaur	Learning Support	Expiry Date	28/02/2026
Amy Cherington	Learning Support	Expiry Date	27/09/2026
Clare Rodgers	Lunchtime Support	Expiry Date	18/01/2027
Janette Stott	Lunchtime Support	Expiry Date	28/06/2025
Farah Rahman	EYFS Support	Expiry Date	17/10/2025
Moheeni Ahmed	EYFS Support	Expiry Date	24/04/2027
Sana Asif	Lunchtime Supervisor	Expiry Date	24/04/2027
Kaite Barnes	EYFS Support	Expiry Date	24/04/2027
Shakila Hamid	Lunchtime Supervisor	Expiry Date	24/04/2027
Rachel Hunt	Nursery Leader	Expiry Date	24/04/2027
Monica Puri	EYFS Support	Expiry Date	24/04/2027
Kylie Creed	EYFS Leader	Expiry Date	22/05/2027
Sally Hood	Nursery Nurse	Expiry Date	22/05/2027

The following staff have received Specific/specialist training:

### Epi-pen and Asthma Training: November 2024

Fiona Newsome	Head of School
Mark Hitchen	DHT
Beth Fox	Learning Support
Caroline Shaw	Teacher
Claire Skelly	Learning Support
Monica Puri	Learning Support
Lisa Knight	HLTA
Kami Kaur	Learning Support
Shazia Khan	Learning Support
Sally Hood	Nursery Nurse
Joyce Kendall	Learning Support
Jane Martin	Admin Assistant
Linda Walker	Inclusion Leader
Daniel Paton	Teacher
Hayley Milburn	Teacher
Shabana Kauser	Teacher
Claire Dunsire	Teacher
Declan Bull	Teacher
Kiran Zahoor	Teacher
Samantha Linney	Teacher
Kylie Creed	Teacher
Ellie Waddington	Teacher
Sue Lawrance	Learning Support

**Annex D: Guidance for Use of Inhalers**

[Guidance on the use of emergency salbutamol inhalers in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/guidance-on-the-use-of-emergency-salbutamol-inhalers-in-schools.pdf)

**Annex E: Guidance for Use of an Epi Pen**

[Guidance on the use of adrenaline auto-injectors in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61223/guidance-on-the-use-of-adrenaline-auto-injectors-in-schools.pdf)

**Template A: record of medicine administered to an individual child**

**Sandy Lane Primary School**

**Instructions and Authorisation for the Administration of Medicine in School  
(School Staff can only give medication prescribed by a Doctor)**

To Be Completed by the Parent/Carer

Child's Name

Date of Birth

Class

Name of Medication

Route (i.e. by mouth)

Dose

Time to be given

Possible side effects and  
actions to be taken

Parent/Carer Name

Emergency Contact Number

**Parent/Carer Authorisation**

I hereby authorise the Headteacher or a person authorised by the Headteacher to administer the medication (prescribed by a doctor ONLY) as detailed above. Should any changes in medication be prescribed I will notify the school.

Signed: \_\_\_\_\_ Parent/Carer      Date: \_\_\_\_\_

\*NB Parents are reminded that the Headteacher and school staff are acting in loco parentis and will take such care of a pupil as a reasonably prudent parent would do.

*For Office use only*

Date

Time

Dose Given

Staff Initial

**Template B: Record of medicine administered to all children**

**Sandy Lane Primary School**

<b>Date</b>	<b>Pupil's Name</b>	<b>Name of Medicine</b>	<b>Dose</b>	<b>Reaction</b>	<b>Length of Course of Medicine Given</b>	<b>Signature of Staff</b>	<b>Print Staff Name</b>
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**Template C: staff training record – administration of medicines and/or medical procedures**

Name of school/setting

Name

Type of training received

Date of training completed

Training provided by

Profession and title


I confirm that [name of member of staff] has received the training detailed above and is competent to carry out any necessary treatment. I recommend that the training is updated [name of member of staff].

Trainer's signature \_\_\_\_\_

Date \_\_\_\_\_

**I confirm that I have received the training detailed above.**

Staff signature \_\_\_\_\_

Date \_\_\_\_\_

Suggested review date

## Template D: Request for re-entry of child to school post broken bone

This information will be held securely and confidentially and will only be shared with those who have a role or responsibility in managing the re-admission of your child.

This form must be completed following a meeting with the parent and a member of the SLT.

Pupil's Details

Name:

DOB:

Registration Group:

Nature of Injury:

Date of Injury:

Risk Assessment with comments

Actions/Comments (Delete as applicable)

Crutches

- Can children use / go upstairs/downstairs safely

- Should not be a tripping hazard, store safely
- Do not lend to anyone else in school

Safety

- How long is it appropriate for the child to stay indoors during playtime and lunchtime?

- Stay in entrance reception or suitable room at break/ lunch/P.E. with reading material
- Teachers to select a "minder" to open doors, carry equipment
- Dinner can be brought to a classroom or packed lunch can be eaten in a classroom to avoid hassle of dinner hall

Lunches

- What will lunchtime arrangements look like?
- Can child manage a school dinner?

Arms

- Can child access toilets?
- Is it the child's writing arm or note?

- Toilet accessibility and use with one hand is essential. Staff may not assist children with this (track suit bottoms may help with this)

Pain

- Is the child still in pain?

- Use computer
- In line with the school policy on administering medicine the medicine must be prescribed

Appointments

- Does the child have any appointments that he/she needs to go to?

- All appointments at fracture clinic and physio to be notified to school
- Staff to be advised when the pot is to be taken off

Trips

- Has the child got any school trips that he/she goes on?
- Does the child catch school bus/have they been notified

- Consider if insured or appropriate to go after having broken bone.
- Insurance will not cover children on Residential with recently broken/healed bone

Broken/Fractured Bones

- What is the timescale for removal of pot/sling?

It is agreed that \_\_\_\_\_ can return to school on \_\_\_\_\_ with the provisions in place as per the meeting report.

Parents Comments:

Signature:  
School Comments:

Date:

SLT member:  
Signature

Date:

### Template E: Consent Form: Use of Emergency Salbutamol Inhaler

Child showing symptoms of asthma/having asthma attack

1. I can confirm that my child has been diagnosed with asthma/has been prescribed an inhaler (delete as appropriate)
2. My child has a working, in-date inhaler, clearly labelled with their name, which they will bring with them to school every day.
3. In the event of my child displaying symptoms of asthma, and if their inhaler is not available or is unusable, I consent for my child to receive salbutamol from an emergency inhaler held by the school for such emergencies.

Signed:

Date:

Name (print)

Child's name:

Class:

Parent's address and contact details

Telephone:

Email:

### Template F: Letter to inform parents of emergency salbutamol inhaler use

Child's name:

Class:

Date:

Dear

(Delete as appropriate)

This letter is to formally notify you that your child has had problems with his/her breathing today. This happened when

They did not have their own asthma inhaler with them, so a member of staff helped them to use the emergency asthma inhaler containing salbutamol. They were given                      puffs.

Their own asthma inhaler was not working, so a member of staff helped them to use the emergency asthma inhaler containing salbutamol. They were given                      puffs.

Although they soon felt better, we would strongly advise that you have your child seen by your own doctor as soon as possible.

Yours sincerely

### Template G: Consent Form: Use of Emergency EpiPen

Child showing symptoms of Anaphylactic Shock

4. I can confirm that my child has been diagnosed with life threatening allergies and has been prescribed an EpiPen.
  
5. My child has a working, in-date EpiPen, clearly labelled with their name, which school will hold for them in cases they should need it..
  
6. In the event of my child displaying symptoms of Anaphylactic Shock, and if their EpiPen is not available or is unusable, I consent for my child to receive an emergency EpiPen injection from those held by the school for such emergencies.

Signed:

Date:

Name (print)

Child's name:

Class:

Parent's address and contact details

Telephone:

Email:

## Online & E-Safety Policy

### Scope of the Policy

This policy applies to all members of the Sandy Lane community (including staff, pupils, volunteers, parents / carers) who have access to and are users of school IT systems, both in and out of Sandy Lane Primary.

The Education and Inspections Act 2006 empowers the Executive Headteacher to such extent as is reasonable, to regulate the behaviour of pupils when they are off the Sandy Lane site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other Online Safety incidents covered by this policy, which may take place outside of Sandy Lane, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy.

Sandy Lane Primary will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate Online Safety behaviour that take place out of school.

### Roles and Responsibilities

The following section outlines the online safety roles and responsibilities of individuals and groups within Sandy Lane

#### Governors :

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy. This will be carried out by the Governor receiving regular information about online safety incidents and monitoring reports as part of the safeguarding committee. A member of the Governing body has taken on the role of *Online Safety Governor* . The role of the Online Safety *Governor* will include:

- regular meetings with the Online Safety Officer
- regular monitoring of online safety incident logs on CPoMs.
- regular monitoring of filtering / change control logs
- reporting to relevant Governors meetings

#### Executive Headteacher and Senior Leaders:

- The Executive Headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety will be delegated to the Online Safety Officer.
- The Executive Headteacher and the Deputy Executive Headteacher should be aware of the procedures to be followed in the event of a serious online safety allegation being made against

a member of staff. (see flow chart on dealing with online safety incidents – included in a later section).

- The Executive Headteacher and Senior Leaders are responsible for ensuring that the Online Safety Officer and other relevant staff receive suitable training to enable them to carry out their online safety roles and to train other colleagues, as relevant.
- The Executive Headteacher and Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.
- The Senior Leadership Team will receive regular monitoring reports from the Online Safety Officer during the safeguarding section of SLT meetings.

#### Online Safety Officer: Claire Dunsire

- leads the Online Safety Group- *Linda Walker (safeguarding lead)*, *Sarah Egan (Computing Curriculum lead)*.
- takes day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school online safety policies / documents.
- ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- provides training and advice for staff
- liaises with the online-safety police officer
- liaises with school technical staff
- receives reports of online safety incidents on CPOMS
- reports regularly to Senior Leadership Team

#### Technical Staff- Primary Technology<sup>10</sup>

Technical Staff are responsible for ensuring:

- that Sandy Lane Primary technical infrastructure is secure and is not open to misuse or malicious attack
- that Sandy Lane Primary meets required online safety technical requirements and any Bradford LEA Online Safety Policy / Guidance that may apply.
- that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- that they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant

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<sup>10</sup> Primary T: An external company providing onsite and remote services including IT support for schools, multi academy trust support, outsourced IT services for secondary/HE/FE, SIMS/FMS support and training.

- that the use of the *network / internet / remote access / email* is regularly monitored in order that any misuse / attempted misuse can be reported to the Executive Headteacher / Online Safety Officer for investigation.

### Teaching and Support Staff

Are responsible for ensuring that:

- they have an up to date awareness of online safety matters and of the current *school* Online Safety Policy and practices
- they have read, understood and signed the Staff Acceptable Use Agreement.
- they report any suspected misuse or problem to the online safety officer/Executive Headteacher/Deputy Executive Headteacher.
- all digital communications with pupils / parents / carers should be on a professional level and only carried out using official school systems as stated in the Staff Acceptable Use Agreement . All communications should then be recorded on CPOMS
- online safety issues are embedded in all aspects of the curriculum and other activities
- Online safety is incorporated into the PSHE long term plan.
- each class discusses the Acceptable Use Agreement for pupils. Each pupil signs below the agreement, which is displayed in class and referred to when using any technologies.
- pupils understand and follow the Pupil Acceptable Use Agreement.
- pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- in lessons where internet use is pre-planned pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches- report to the online safety officer/ Senior Leader and record on CPOMS.

### Designated Safeguarding Lead.

Will be trained in Online Safety issues and be aware of the potential for serious child protection / safeguarding issues to arise from:

- sharing of personal data
- access to illegal / inappropriate materials
- inappropriate on-line contact with adults / strangers
- potential or actual incidents of grooming
- cyber-bullying

### Online Safety Group:

- Claire Dunsire (Online safety lead)
- Linda Walker (Designated safeguarding lead)

The Online Safety Group provides a consultative group, with responsibility for issues regarding online safety and the monitoring the Online Safety Policy including the impact of initiatives. A member of the group will also be responsible for regular reporting to the Governing body.

Members of the Online Safety Group will assist the Online Safety Lead with:

- monitoring of the school Online Safety Policy / documents.
- mapping and reviewing the online safety curricular provision – ensuring relevance, breadth and progression
- monitoring network / internet / incident logs on CPOMs
- monitoring improvement actions identified through use of the 360 degree safe self-review tool

### Pupils:

- are responsible for using Sandy Lane Primary's digital technology systems in accordance with the Pupil Acceptable Use Agreement
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the Online Safety Policy covers their actions out of school, if related to their membership of the school

### Parents / Carers

Parents / Carers play a crucial role in ensuring that their children understand the need to use the internet / mobile devices in an appropriate way. Sandy Lane Primary will take every opportunity to help parents understand these issues through *parents' evenings, newsletters, letters, website, parents workshops*.

Parents and carers will be encouraged to support the Sandy Lane Primary in promoting good online safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- access to parents' sections of the website and Twitter.

## Community Users

Community Users who access school will be expected to sign an Acceptable User Policy Agreement.

## **Policy Statements**

### Education – Pupils

Whilst regulation and technical solutions are very important, their use must be balanced by educating *pupils* to take a responsible approach. The education of *pupils* in online safety is therefore an essential part of the school's online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience. Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned online safety curriculum should be provided as part of Computing / PSHE lessons and assemblies and should be regularly revisited
- Pupils should be helped to understand the need for the pupil Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside Sandy Lane Primary.
- Key online safety messages should be reinforced through workshops lead by the Police online safety officer .
- Pupils should be taught to be critically aware of the content they access on-line and be guided to validate the accuracy of information.
- Pupils should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- Pupils should be helped to understand the need for the pupil Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside school.
- Staff should act as good role models in their use of digital technologies the internet and mobile devices
- in lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.
- Where pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit.
- It is accepted that from time to time, for good educational reasons, students may need to research topics (eg racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Technical Staff can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need. Reasons will be recorded on CPOMS and validated by the online safety officer and a senior leader.

## Education – Parents / Carers

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring of the children's on-line behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and carers through:

- *Curriculum activities*
  - *Letters, newsletters and website.*
  - *Parents / Carers workshops led by the online safety police officer.*
  - *High profile events / campaigns e.g. Safer Internet Day*
  - *Reference to the relevant web sites / publications e.g. [swgfl.org.uk](http://swgfl.org.uk)  
[www.saferinternet.org.uk/](http://www.saferinternet.org.uk/) <http://www.childnet.com/parents-and-carers>*
- Education – The Wider Community

## Education & Training – Staff / Volunteers

It is essential that all staff receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal online safety training will be made available to staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly.
- All new staff should receive online safety training as part of their induction programme, ensuring that they fully understand the school Online Safety Policy and Acceptable Use Agreements.
- It is expected that some staff will identify online safety as a training need within the performance management process.
- The Online Safety Officer will receive regular updates through attendance at external training events.
- This Online Safety Policy and its updates will be presented to and discussed by staff in staff meetings.
- The Online Safety Officer will provide advice / guidance / training to individuals as required.
- Training – Governors

**Governors should take part in online safety training sessions**, with particular importance for those who are members of any subcommittee / group involved in technology / online safety / health and safeguarding. This may be offered in a number of ways:

- Attendance at training provided by the Local Authority / National Governors Association / or other relevant organisation.

- Participation in school information sessions for staff or parents. This may also include attending parent workshops and lessons in school.
- Technical – infrastructure / equipment, filtering and monitoring

The school will be responsible for ensuring that the school network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people named in the above sections will be effective in carrying out their online safety responsibilities:

**School technical systems will be managed in ways that ensure that the school meets recommended technical requirements. There will be regular reviews and audits of the safety and security of school technical systems**

- Servers, wireless systems and cabling must be securely located and physical access restricted
- All users will have clearly defined access rights to school technical systems and devices.
- All users will be provided with a username and secure password by Primary T who will keep an up to date record of users and their usernames. Users are responsible for the security of their username and password and they will be asked to change it on a regular basis.
- The “master / administrator” passwords for the school IT system, used by the Network Manager (or other person) must also be available to the Executive Headteacher *or* other nominated senior leader and kept in a secure place.
- Primary T is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations
- Internet access is filtered for all users. Illegal content (child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list. Content lists are regularly updated and internet use is logged and regularly monitored.
- Internet filtering should ensure that children are safe from terrorist and extremist material when accessing the internet.
- School technical staff regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement.
- Users to report any actual / potential technical incident / security breach to the Online Safety Officer/Executive Headteacher, who will report it to Primary T, investigate further and record on CPOMS , then take appropriate action.
- Appropriate security measures are in place by Primary T to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up to date virus software.
- An agreed policy is in place for the provision of temporary access of “guests” (eg trainee teachers, supply teachers, visitors) onto the school systems.

- An agreed policy is in place (Staff Acceptable Use Policy) regarding the extent of personal use that users (staff) and their family members are allowed on school devices that may be used out of school.
- An agreed policy is in place (Staff Acceptable Use Policy) that forbids staff from downloading executable files and installing programmes on school devices.
- An agreed policy is in place (Staff Acceptable Use Policy) regarding the use of removable media (eg memory sticks / CDs / DVDs) by users on school devices. Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured.

#### Mobile Technologies (including BYOD/BYOT)

Mobile technology devices may be school provided or personally owned and might include: smartphone, tablet, notebook / laptop or other technology that usually has the capability of utilising the school's wireless network. The device then has access to the wider internet which may include the school's learning platform and other cloud-based services such as email and data storage. Staff are not allowed to use the school wireless network for personal use.

All users should understand that the primary purpose of the use mobile devices in a school context is educational. The mobile technologies policy should be consistent with and inter-related to other relevant school policies including but not limited to the Safeguarding Policy, Behaviour Policy, Bullying Policy, Acceptable Use Policy, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies should be an integral part of the school's Online Safety education programme.

- **The school Acceptable Use Agreements for staff, pupils and parents/carers will consider the use of mobile technologies**

- **The school allows:**

	School Owned		Privately owned		
	School owned for single user	School owned for multiple users	Student owned <sup>11</sup>	Staff owned	Visitor owned
<b>Allowed in school</b>	Yes	Yes	Yes	Yes	Yes
<b>Full network access</b>	Yes	Yes	No	No	No
<b>Internet only</b>	-	-	No	Yes	Yes

### Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents / carers and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- **When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.**
- **Written permission from parents or carers will be obtained before photographs of students / pupils are published on the school website / Twitter / local press .**
- In accordance with guidance from the Information Commissioner’s Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone’s privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other *students / pupils* in the digital / video images.
- Staff and volunteers are allowed to take digital / video images to support educational aims, but must follow the Sandy Lane Acceptable User agreement. Those images should only be

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<sup>11</sup> If agreed with the teacher and the device is kept in the school office during the day.

taken on school devices, the personal equipment of staff should not be used for such purposes.

- Care should be taken when taking digital / video images that students / pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Photographs published on the website, or elsewhere that include pupils will be selected carefully and will comply with good practice guidance on the use of such images.  
Pupils' full names will not be used anywhere on a website or Twitter, particularly in association with photographs.  
Pupil's work can only be published with the permission of the pupil and parents or carers.

### Data Protection

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998 which states that personal data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than is necessary
- Processed in accordance with the data subject's rights
- Secure
- Only transferred to others with adequate protection.

### The school must ensure that:

- **It will hold the minimum personal data necessary to enable it to perform its function and it will not hold it for longer than necessary for the purposes it was collected for.**
- **Every effort will be made to ensure that data held is accurate, up to date and that inaccuracies are corrected without unnecessary delay.**
- **All personal data will be fairly obtained in accordance with the "Privacy Notice" and lawfully processed in accordance with the "Conditions for Processing".**
- **It has a Data Protection Policy.**
- **It is registered as a Data Controller for the purposes of the Data Protection Act (DPA)**
- Responsible persons are appointed / identified - Senior Information Risk Officer (SIRO) and Information Asset Owners (IAOs)
- Risk assessments are carried out
- It has clear and understood arrangements for the security, storage and transfer of personal data
- Data subjects have rights of access and there are clear procedures for this to be obtained
- There are clear and understood policies and routines for the deletion and disposal of data
- There is a policy for reporting, logging, managing and recovering from information risk incidents

- There are clear Data Protection clauses in all contracts where personal data may be passed to third parties
- There are clear policies about the use of cloud storage / cloud computing which ensure that such data transfer / storage meets the requirements laid down by the Information Commissioner's Office.

**Staff must ensure that they:**

- **At all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse.**
- **Use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data.**
- **Transfer data using encryption and secure password protected devices.**

When personal data is stored on any portable computer system, memory stick or any other removable media:

- **the data must be encrypted and password protected**
- the device must be password protected
- **the device must offer approved virus and malware checking software**
- **the data must be securely deleted from the device, in line with school policy once it has been transferred or its use is complete**

When using communication technologies, the school considers the following as good practice:

- Staff and pupils should use only the school email service to communicate with others when in school, or on school systems (e.g. by remote access).
- Users must immediately report, to the online safety lead – in accordance with the school policy, the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Any digital communication between staff and pupils or parents / carers must be professional in tone and content.

All this is in accordance with the Staff Acceptable user Agreement.

### Social Media - Protecting Professional Identity

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to pupils, staff and the school through:

- Ensuring that personal information is not published
- Training is provided including: acceptable use; social media risks; checking of settings; data protection; reporting issues.

- Clear reporting guidance (CPOMs), including responsibilities, procedures and sanctions
- Risk assessment, including legal risk

School staff should ensure that:

- No reference should be made in social media to pupils, parents / carers or school staff
- They do not engage in online discussion on personal matters relating to members of the school community
- Personal opinions should not be attributed to the *school* or local authority
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information

When official school social media accounts are established there should be:

- A process for approval by senior leaders
- Clear processes for the administration and monitoring of these accounts – involving at least two members of staff
- A code of behaviour for users of the accounts, including
- Systems for reporting and dealing with abuse and misuse
- Understanding of how incidents may be dealt with under school disciplinary procedures

Personal Use:

- Personal communications which do not refer to or impact upon the school are outside the scope of this policy
- Where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken

Monitoring of Public Social Media

- As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the school
- The school should effectively respond to social media comments made by others according to a defined policy or process

Sandy Lane's use of Twitter for professional purposes will be checked regularly by a senior leader and Online Safety Group to ensure compliance with the school policies.

**All this is in accordance with the Staff Acceptable user Agreement**

[Unsuitable / inappropriate activities](#)

Some internet activity e.g. accessing child abuse images or distributing racist material is illegal and would obviously be banned from school and all other technical systems. Other activities e.g. cyber-bullying would be banned and could lead to criminal prosecution. There are however a range of

activities which may, generally, be legal but would be inappropriate in a school context, either because of the age of the users or the nature of those activities.

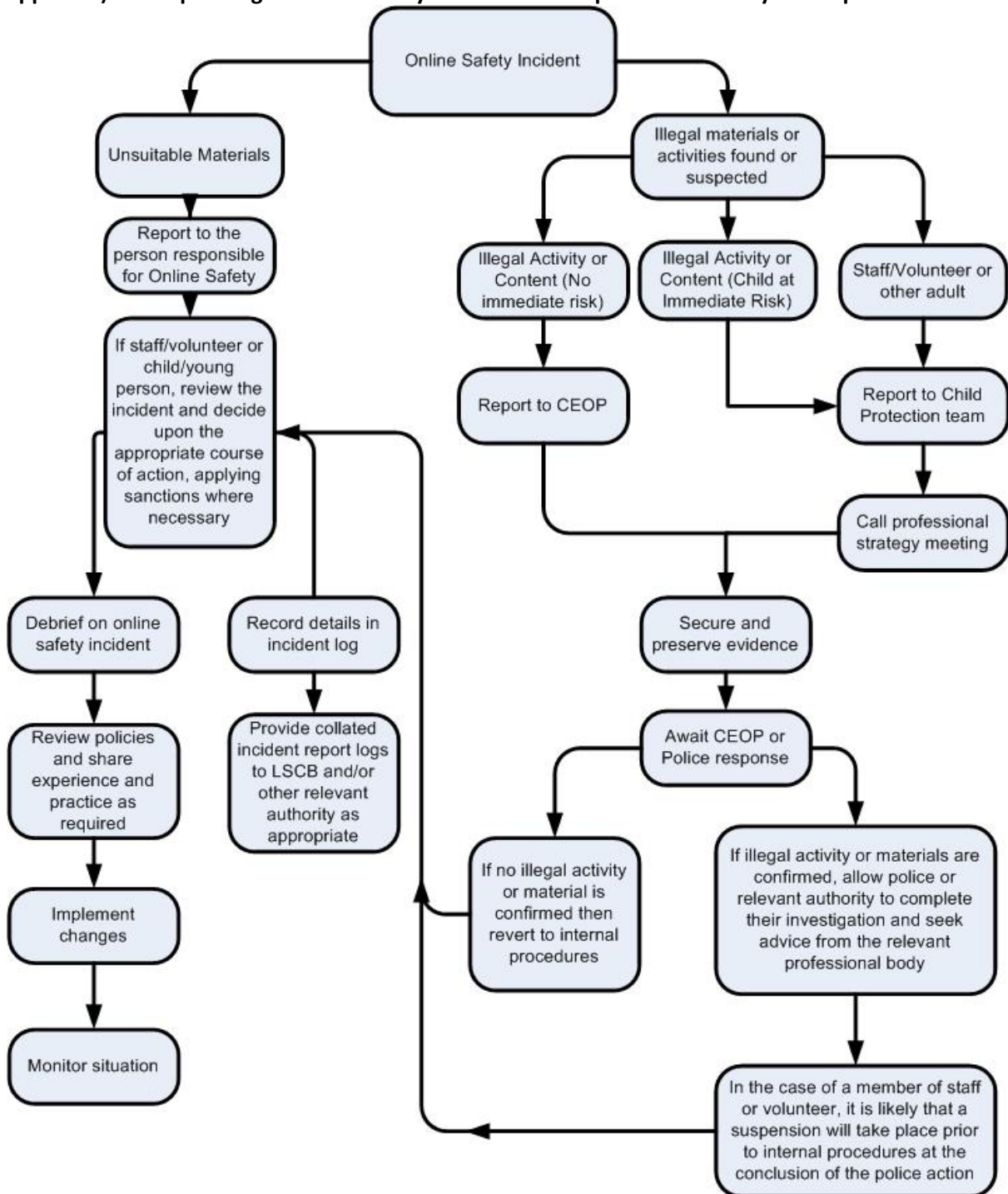
The school believes that the activities referred to in the following section would be inappropriate in a school context and that users, as defined below, should not engage in these activities in / or outside the school when using school equipment or systems. The school policy restricts usage as follows:

User Actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to The Protection of Children Act 1978					X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.					X
	Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character) Contrary to the Criminal Justice and Immigration Act 2008					X
	Criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation) - contrary to the Public Order Act 1986					X
	Pornography				X	X
	Promotion of any kind of discrimination				X	
	threatening behaviour, including promotion of physical violence or mental harm				X	X
	Promotion of extremism or terrorism				X	X
	Any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute				X	
Using school systems to run a private business				X		
Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school / academy				X		
Infringing copyright				X	X	

Revealing or publicising confidential or proprietary information (eg financial / personal information, databases, computer / network access codes and passwords)				X	
Creating or propagating computer viruses or other harmful files				X	X
Unfair usage (downloading / uploading large files that hinders others in their use of the internet)				X	
On-line gaming (educational)		x			
On-line gaming (non-educational)				X	
On-line gambling				X	
On-line shopping / commerce				x	
File sharing		x			
Use of social media		X			
Use of messaging apps				x	
Use of video broadcasting e.g. Youtube				x	

## Illegal Incidents

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below and appendix) for responding to online safety incidents and report immediately to the police.



## Other Incidents

It is hoped that all members of the school will be responsible users of digital technologies, who understand and follow Sandy Lane's policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse.

**In the event of suspicion, all steps in this procedure should be followed:**

- Have more than one senior member of staff (from the safeguarding team) involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated computer that will not be used by young people and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does, then appropriate action will be required and could include the following:
  - Internal response or discipline procedures
  - Involvement by Local Authority / Academy Group or national / local organisation (as relevant).
  - Police involvement and/or action
- **If content being reviewed includes images of Child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:**
  - - incidents of 'grooming' behaviour
    - the sending of obscene materials to a child
    - adult material which potentially breaches the Obscene Publications Act
    - criminally racist material
    - promotion of terrorism or extremism
    - other criminal conduct, activity or materials
    -
  - **Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.**

It is important that all of the above steps are taken as they will provide an evidence trail for the school and possibly the police and demonstrate that visits to these sites were carried out for

safeguarding purposes. The completed form should be retained by the group for evidence and reference purposes.

### School Actions & Sanctions

It is more likely that the school / academy will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour / disciplinary procedures as follows:

Pupils Incidents	Actions / Sanctions								
	Refer to class teacher	Refer to Phase Leader	Refer to Executive Headteacher / Head of	Refer to Police	Refer to technical support staff for action re filtering / security etc.	Inform parents / carers	Removal of network / internet access rights	Record incident on CPoMs	Follow the behaviour policy.
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).		X	X	X	X	X	X	X	X
Unauthorised use of non-educational sites during lessons		X	X			X		X	X
Unauthorised / inappropriate use of mobile phone / digital camera / other mobile device			X			X		X	X
Unauthorised / inappropriate use of social media / messaging apps / personal email		X	X			X		X	X
Unauthorised downloading or uploading of files		X	X					X	X
Allowing others to access school network by sharing username and passwords		X	X			X		X	X
Attempting to access or accessing the school network, using another pupil's account		X				X		X	X
Attempting to access or accessing the school network, using the account of a member of staff		X	X		X	X		X	X
Corrupting or destroying the data of other users		X						X	X

Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature	X	X			X		X	X
Continued infringements of the above, following previous warnings or sanctions	X	X		X	X	X	X	X
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school		X		X	X	X	X	X
Using proxy sites or other means to subvert the school's filtering system	X	X		X	X	X	X	X
Accidentally accessing offensive or pornographic material and failing to report the incident	X	X		X	X		X	X
Deliberately accessing or trying to access offensive or pornographic material	X	X	X	X	X	X	X	X

#### Actions / Sanctions

	Refer to line manager	Refer to Executive	Refer to Local Authority / HR	Refer to Police	Refer to Technical Support Staff for action re filtering etc.	Follow the disciplinary policy		
<b>Staff Incidents</b>								
<b>Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).</b>		X	X	X				
Inappropriate personal use of the internet / social media / personal email		X				X		
Unauthorised downloading or uploading of files		X				X		
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account		X			X	X		
Careless use of personal data e.g. holding or transferring data in an insecure manner		X			X	X		
Deliberate actions to breach data protection or network security rules		X				X		
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software		X			X	X		

Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature	X			X	X		
Using personal email / social networking / instant messaging / text messaging to carrying out digital communications with pupils	X			X	X		
Actions which could compromise the staff member's professional standing	X			X	X		
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school	X			X	X		
Using proxy sites or other means to subvert the school's filtering system	X			X	X		
Accidentally accessing offensive or pornographic material and failing to report the incident	X			X	X		
Deliberately accessing or trying to access offensive or pornographic material	X	X		X	X		
Breaching copyright or licensing regulations	X			X	X		
Continued infringements of the above, following previous warnings or sanctions	X	X		X	X		

## Appendices

### Sandy Lane Primary

#### **Staff (and Volunteer) Acceptable Use Agreement**

##### School Policy

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe access to the internet and digital technologies at all times.

This Acceptable Use Policy 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, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for pupils learning and will, in return, expect staff and volunteers to agree to be responsible users.

##### Acceptable Use Policy Agreement

I understand that I must use school systems 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 digital technology for enhancing learning and will ensure that pupils receive opportunities to gain from the use of digital technology. I will, where possible, educate the young people in my care in the safe use of digital technology and embed online safety in my work with young people.

For my professional and personal safety:

- I understand that the school will monitor my use of the school digital technology and communications systems.
- I understand that the rules set out in this agreement also apply to use of these technologies (e.g. laptops, email, VLE etc.) out of school, and to the transfer of personal data (digital or paper based) out of school
- I understand that the school digital technology systems are primarily intended for educational use and that I will not use the systems for personal or recreational use within the policies and rules set down by the school.

- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using *school* ICT systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- 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 these images, unless I have permission to do so. Where these images are published (eg on the school website /Twitter) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in the staff room when on a break.
- I will only communicate with pupils and parents / carers using official school systems. Any such communication will be professional in tone and manner. I will not engage in any on-line activity that may compromise my professional responsibilities.

The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the *school*:

- When I use my mobile devices (laptops / tablets / mobile phones / USB devices etc) in school, I will follow the rules set out in this agreement, in the same way as if I was using *school* equipment. I will also follow any additional rules set by the school about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will not use personal email addresses on the school systems.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.

- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer without checking with the School System Manage first.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School / LA Personal Data Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based Protected and Restricted data must be held in lockable storage.
- I understand that data protection policy requires that any staff or pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not allow anyone outside school to access my school laptop or iPad.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the *school*:

- I understand that this Acceptable Use Policy applies not only to my work and use of school digital technology equipment in school, but also applies to my use of school systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the school.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors and or the Local Authority and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the school digital technology systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Staff / Volunteer Name: .....

Signed: .....

Date: .....

Pupil Acceptable User Agreement.

KS2



# PROTECTS



- P** I will say **PLEASE** if I want to use the computers or tablets in school.
- R** I will not use any **RUDE** language or words that could upset other people on the computers or tablets.
- O** If I **OBSERVE** or see anybody not using the equipment correctly, I will tell a teacher or an appropriate adult.
- T** I will **TELL** a teacher or an appropriate adult if I see something that upsets or worries me.
- E** I will ask for help from a teacher or suitable adult if I think I have made an **ERROR** or a mistake on the computer or tablet.
- C** I will only **CONTACT** people I know or anybody that a teacher or a suitable adult has approved.
- T** I will **TAKE CARE** of the computers and other equipment in school.
- S** I will not log on to any **SOCIAL NETWORKING** sites in school unless a teacher or an appropriate adult gives me permission.

All the children in [insert class] agree PROTECT and understand there will be consequences if we break the PROTECT rules.

KS1



# PROTECT



- P** I will say **PLEASE** if I want to use the computers or tablets in school.
- R** I know if I break the **RULES** I might not be allowed to use the tablets or computers in school.
- O** If I **OBSERVE** or see anybody not using the equipment correctly, I will tell a teacher or an appropriate adult.
- T** I will **TELL** a teacher or an appropriate adult if I see something that upsets or worries me.
- E** I will ask for help from a teacher or suitable adult if I think I have made an **ERROR** or a mistake on the computer or tablet.
- C** I will **CHECK** with a teacher or a suitable adult if I want to use the computers or tables in school.
- T** I will **TAKE CARE** of the computers and other equipment in school.

All the children in [insert class] agree **PROTECT** and understand there will be consequences if we break the **PROTECT** rules.

### **Use of Digital / Video Images**

The use of digital / video images plays an important part in learning activities. Pupils and members of staff may use digital cameras or iPads to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media.

The school will comply with the Data Protection Act and request parents / carers permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names.

In accordance with guidance from the Information Commissioner's Office, parents / carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published / made publicly available on social networking sites, nor should parents / carers comment on any activities involving other *pupils* in the digital / video images.

## School Technical Security Policy (including filtering and passwords)

### Introduction

Effective technical security depends not only on technical measures, but also on appropriate policies and procedures and on good user education and training. The school will be responsible for ensuring that the *school network* is as safe and secure as is reasonably possible and that:

- users can only access data to which they have right of access
- no user should be able to access another's files (other than that allowed for monitoring purposes within the school's policies).
- access to personal data is securely controlled in line with the school's personal data policy
- logs are maintained of access by users and of their actions while users of the system
- there is effective guidance and training for users
- there are regular reviews and audits of the safety and security of school computer systems
- there is oversight from senior leaders and these have impact on policy and practice.

### Responsibilities

The management of technical security will be the responsibility of Primary T.

### Technical Security

#### Policy statements

The school will be responsible for ensuring that the school infrastructure / network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people receive guidance and training and will be effective in carrying out their responsibilities:

**School technical systems will be managed in ways that ensure that the school meets recommended technical requirements. There will be regular reviews and audits of the safety and security of school academy technical systems**

- **Servers, wireless systems and cabling must be securely located and physical access restricted**
- **Appropriate security measures are in place to protect the servers, firewalls, switches, routers, wireless systems, work stations, mobile devices etc. from accidental or malicious attempts which might threaten the security of the school systems and data.**
- **Responsibilities for the management of technical security are clearly assigned to appropriate and well-trained staff.**
- **All users will have clearly defined access rights to school technical systems.**
- Users will be made responsible for the security of their username and password must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.

- School Business Manager is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations
- *Mobile device security and management procedures are in place.*
- School technical staff regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the Acceptable Use Agreement.
- *Remote management tools are used by staff to control workstations and view user's activity*
- *An appropriate system is in place for users to report any actual / potential technical incident to the Online Safety Coordinator / Network Manager / Technician (or other relevant person, as agreed).*
- *An agreed policy is in place (Acceptable User Agreement) regarding the downloading of executable files and the installation of programmes on school devices by users*
- *An agreed policy is in place (Acceptable User Agreement) regarding the extent of personal use that users (staff / students / pupils / community users) and their family members are allowed on school devices that may be used out of school.*
- *An agreed policy is in place (Acceptable User Agreement) regarding the use of removable media (eg memory sticks / CDs / DVDs) by users on school device.*
- *The school infrastructure and individual workstations are protected by up to date software to protect against malicious threats from viruses, worms, trojans etc.*
- *Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured.*

### Password Security

A safe and secure username / password system is essential if the above is to be established and will apply to all school technical systems, including networks, devices and email.

### Policy Statements

- All users will have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the Network Manager (or other person) and will be reviewed, at least annually, by the Online Safety Group.
- **All school networks and systems will be protected by secure passwords that are regularly changed**
- **The “master / administrator” passwords for the school / academy systems, used by the technical staff must also be available to the Executive Headteacher / Head of School or other nominated senior leader and kept in a secure place eg school safe. Two factor authentication is needed for such accounts.**
- All users (adults and young people) will have responsibility for the security of their username and password must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.

- *Passwords for new users, and replacement passwords for existing users will be allocated by Primary T. Any changes carried out must be notified to the manager of the password security policy.*
- *Users will change their passwords at regular intervals – as described in the staff and student / pupil sections below*

### Staff Passwords

- **All staff users will be provided with a username and password** by Primary T who / which will keep an up to date record of users and their usernames.
- *must not include proper names or any other personal information about the user that might be known by others*
- *the account should be “locked out” following six successive incorrect log-on attempts*
- *temporary passwords e.g. used with new user accounts or when users have forgotten their password, shall be enforced to change immediately upon the next account log-on*
- *passwords shall not be displayed on screen, and shall be securely hashed (use of one-way encryption)*
- should be changed at least every 60 to 90 days
- should not re-used for 6 months and be significantly different from previous password created by the same user. *The last four password cannot be re-used.*
- **All users will be provided with a username and password** by Primary T who / which will keep an up to date record of users and their usernames.

### Filtering

#### Introduction

The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so, because the content on the web changes dynamically and new technologies are constantly being developed. It is important, therefore, to understand that filtering is only one element in a larger strategy for online safety and acceptable use. It is important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

#### Responsibilities

The responsibility for the management of the school’s filtering policy will be held by Primary T. They will manage the school filtering, in line with this policy and will keep records / logs of changes and of breaches of the filtering systems.

To ensure that there is a system of checks and balances and to protect those responsible, changes to the school filtering service must:

- **be logged in change control logs**
- **be reported to a second responsible person** (Executive Headteacher):

All users have a responsibility to report immediately to Primary T any infringements of the school's filtering policy of which they become aware or any sites that are accessed, which they believe should have been filtered.

Users must not attempt to use any programmes or software that might allow them to bypass the filtering / security systems in place to prevent access to such materials.

### Policy Statements

Internet access is filtered for all users. Differentiated internet access is available for staff and customised filtering changes are managed by the school. Illegal content is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and other illegal content lists. Filter content lists are regularly updated and internet use is logged and frequently monitored. The monitoring process alerts the school to breaches of the filtering policy, which are then acted upon. There is a clear route for reporting and managing changes to the filtering system. Where personal mobile devices are allowed internet access through the school network, filtering will be applied that is consistent with school practice.

- *In the event of the technical staff needing to switch off the filtering for any reason, or for any user, this must be logged and carried out by a process that is agreed by the Executive Headteacher.*
- *Any filtering issues should be reported immediately to the filtering provider.*
- *Requests from staff for sites to be removed from the filtered list will be considered by the technical staff. If the request is agreed, this action will be recorded and logs of such actions shall be reviewed regularly by the Online Safety Group.*

### Development / Monitoring / Review of this Policy

This Online Safety policy has been developed by the online safety leader (C. Dunsire) and SLT.

- Executive Headteacher / Senior Leaders
- Online Safety Officer
- Staff – including Teachers, Support Staff, Technical staff
- Governors
- Parents and Carers
- Community users

Consultation with the whole school community has taken place through a range of formal and informal meetings.

### Schedule for Development / Monitoring / Review

This Online Safety policy was approved by the Governing Body:  
The implementation of this Online Safety policy will be monitored by the: online safety group and senior leaders.

*October 2021  
Online safety officer- C. Dunsire  
Online safety group- S. Egan  
(Computing lead) and L. Walker  
(named safeguarding lead)*

Monitoring will take place at regular intervals:

*Monitoring through safeguarding agenda item in SLT meetings.  
Recording on CPOMs*

The Governing Body will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:

*Report to the Leadership & management Link Governor meeting each term meeting each term*

The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to online safety or incidents that have taken place. The next anticipated review date will be:

*October 2022*

The school will monitor the impact of the policy using:

- Logs of reported incidents- CPOMs
- Monitoring logs of internet activity (including sites visited) / filtering
- Internal monitoring data for network activity
- Surveys / questionnaires of
  - pupils
  - parents / carers
  - staff

## **Legislation**

Schools should be aware of the legislative framework under which this Online Safety Policy template and guidance has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the advent of an e safety issue or situation.

### **Computer Misuse Act 1990**

This Act makes it an offence to:

- Erase or amend data or programs without authority;
- Obtain unauthorised access to a computer;
- “Eavesdrop” on a computer;
- Make unauthorised use of computer time or facilities;
- Maliciously corrupt or erase data or programs;
- Deny access to authorised users.

### **Data Protection Act 1998**

This protects the rights and privacy of individual’s data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be:

- Fairly and lawfully processed.
- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Not kept longer than necessary.
- Processed in accordance with the data subject's rights.
- Secure.
- Not transferred to other countries without adequate protection.

#### Freedom of Information Act 2000

The Freedom of Information Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information Act. When responding to requests, they have to follow a number of set procedures.

#### Communications Act 2003

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

#### Malicious Communications Act 1988

It is an offence to send an indecent, offensive, or threatening letter, electronic communication or other article to another person.

#### Regulation of Investigatory Powers Act 2000

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to:

- Establish the facts;
- Ascertain compliance with regulatory or self-regulatory practices or procedures;
- Demonstrate standards, which are or ought to be achieved by persons using the system;
- Investigate or detect unauthorised use of the communications system;
- Prevent or detect crime or in the interests of national security;
- Ensure the effective operation of the system.
- Monitoring but not recording is also permissible in order to:
- Ascertain whether the communication is business or personal;
- Protect or support help line staff.
- The school reserves the right to monitor its systems and communications in line with its rights under this act.

#### Trade Marks Act 1994

This provides protection for Registered Trade Marks, which can be any symbol (words, shapes or images) that are associated with a particular set of goods or services. Registered Trade Marks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

#### Copyright, Designs and Patents Act 1988

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for Moral Rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has been amended in such a way as to impugn their reputation. Copyright covers materials in print and electronic form, and includes words, images, and sounds, moving images, TV broadcasts and other media (e.g. YouTube).

#### Telecommunications Act 1984

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.

#### Criminal Justice & Public Order Act 1994

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they:

- Use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
- Display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

#### Racial and Religious Hatred Act 2006

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

#### Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

#### Protection of Children Act 1978

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison

#### Sexual Offences Act 2003

A grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connections staff fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.

#### Public Order Act 1986

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education Directorate page 38 April 2007.

#### Obscene Publications Act 1959 and 1964

Publishing an "obscene" article is a criminal offence. Publishing includes electronic transmission.

#### Human Rights Act 1998

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a type of "higher law", affecting all other laws. In the school context, human rights to be aware of include:

- The right to a fair trial
- The right to respect for private and family life, home and correspondence
- Freedom of thought, conscience and religion
- Freedom of expression
- Freedom of assembly
- Prohibition of discrimination
- The right to education

These rights are not absolute. The school is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

#### The Education and Inspections Act 2006

Empowers Executive Headteachers, to such extent as is reasonable, to regulate the behaviour of students / pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

#### The Education and Inspections Act 2011

Extended the powers included in the 2006 Act and gave permission for Executive Headteachers (and nominated staff) to search for electronic devices. It also provides powers to search for data on those devices and to delete data. –

#### The Protection of Freedoms Act 2012

Requires schools to seek permission from a parent / carer to use Biometric systems

#### The School Information Regulations 2012

Requires schools to publish certain information on its website:

#### Serious Crime Act 2015

Introduced new offence of sexual communication with a child. Also created new offences and orders around gang crime (including CSE)

### Glossary of Terms

<b>AUP / AUA</b>	Acceptable Use Policy / Agreement – see templates earlier in this document
<b>CEOP</b>	Child Exploitation and Online Protection Centre (part of UK Police, dedicated to protecting children from sexual abuse, providers of the Think U Know programmes.
<b>CPD</b>	Continuous Professional Development
<b>FOSI</b>	Family Online Safety Institute
<b>ES</b>	Education Scotland
<b>HWB</b>	Health and Wellbeing
<b>ICO</b>	Information Commissioners Office
<b>ICT</b>	Information and Communications Technology
<b>ICTMark</b>	Quality standard for schools provided by NAACE
<b>INSET</b>	In Service Education and Training
<b>IP address</b>	The label that identifies each computer to other computers using the IP (internet protocol)
<b>ISP</b>	Internet Service Provider
<b>ISPA</b>	Internet Service Providers' Association
<b>IWF</b>	Internet Watch Foundation
<b>LA</b>	Local Authority
<b>LAN</b>	Local Area Network
<b>MIS</b>	Management Information System
<b>NEN</b>	National Education Network – works with the Regional Broadband Consortia (e.g. SWGfL) to provide the safe broadband provision to schools across Britain.
<b>Ofcom</b>	Office of Communications (Independent communications sector regulator)
<b>SWGfL</b>	South West Grid for Learning Trust – the Regional Broadband Consortium of SW Local Authorities – is the provider of broadband and other services for schools and other organisations in the SW
<b>TUK</b>	Think U Know – educational online safety programmes for schools, young people and parents.

<b>VLE</b>	Virtual Learning Environment (a software system designed to support teaching and learning in an educational setting,
<b>WAP</b>	Wireless Application Protocol
<b>UKSIC</b>	UK Safer Internet Centre – EU funded centre. Main partners are SWGfL, Childnet and Internet Watch Foundation.

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## **Intimate Care Policy**

### **Rationale**

It is our intention to develop independence in each child, however we recognise that there will be times when help is required. Our Intimate Care Policy has been developed to safeguard children and staff. The principles and procedures apply to everyone involved in the intimate care of children.

Children are generally more vulnerable than adults therefore, staff involved with any aspect of pastoral care need to be sensitive to their individual needs.

Intimate care may be regarded as any activity that is required to meet the personal needs of an individual child on a regular basis or during a one-off incident. Such activities may include:

- toileting;
- feeding;
- oral care;
- washing;
- changing clothes;
- first aid and medical assistance; and
- supervision of a child involved in intimate self-care

Parents have a responsibility to advise the school of any known intimate care needs relating to their child. Medical advice will be taken into consideration where appropriate.

### **Principles of Intimate Care:**

The following are the fundamental principles of intimate care upon which our policy guidelines are based. Every child has the right to:

- be safe;
- personal privacy;
- be valued as an individual;
- be involved and consulted in their own intimate care to the best of their abilities;
- express their views on their own intimate care and to have such views taken into account;
- have levels of intimate care that are appropriate and consistent;
- be treated with dignity and respect.

### **School Responsibilities**

All members of staff working with children are vetted by DBS. This includes students and volunteers.

Only those members of staff who are familiar with the intimate care policy and other safeguarding policies of the school are involved in the intimate care of children.

Anticipated intimate care arrangements which are required on a regular basis are agreed between the school and parents, and when appropriate and possible, by the child.

In such cases consent forms are signed and stored in the child's record file.

Intimate care arrangements for any child who requires this support on a regular basis should be reviewed at least every six months.

The views of all relevant parties should be sought and considered to inform any future arrangements. Any amendments to arrangements should be recorded for all parties involved.

Parents of children starting Reception Class are asked to give permission for staff to attend to the intimate care of their child (with particular reference to toilet accidents or illness) should need arise (see Appendix A).

**Only in an emergency would staff undertake any aspect of intimate care that has not been agreed by the parents. The act of intimate care would be reported to a member of staff and parents at the earliest possible time following the event.**

If a staff member has concerns about a colleague's intimate care practice he or she must report it to the Named Person for Child Protection.

### **Guidelines for Good Practice**

All children have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children. Young children and children with Special Educational Needs can be especially vulnerable. Staff involved with their intimate care need to be particularly sensitive to their individual needs. All incidents of Intimate Care should be documented using the Record of Intimate Care form (Appendix B)

**Members of staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind some forms of assistance can be open to misinterpretation.**

Staff will endeavour to:

#### **1. Involve the child in the intimate care**

Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and, where possible, give choices.

#### **2. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**

Care should not be carried out by a member of staff working alone with a child. When care is to be carried out by a lone member of staff, other staff must be made aware of the situation at the time, even if those staff are unable to directly assist with the care. When a child requires support cleaning themselves after a toileting accident – two members of staff must be present. If the child is able to clean themselves and the adult can wait outside the toilet – one member of staff if required.

#### **3. Make sure practice in intimate care is consistent**

As a child may have multiple carers a consistent approach to care is essential. Effective communication between all parties ensures that the practice is consistent.

#### **4. Be aware of your own limitations**

Only carry out activities you understand and feel competent with. If in doubt, ask. Some procedures must only be carried out by members of staff who have been formally trained.

#### **5. Promote positive self-esteem and body image**

Confident, self-assured children who feel their bodies belong to them are less vulnerable to sexual abuse. The approach you take with intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

#### **6. If you have any concerns you must report them**

If you observe any unusual markings, discolouration or swelling report it immediately to the Named Person for Child Protection.

If a child is accidentally hurt during intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident to the Named Person for Child Protection. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's personal file.

#### **Hygiene.**

All staff must be familiar with normal precautions for avoiding infection and should ensure the use of appropriate protective equipment when necessary, for example, protective, disposable latex/vinyl gloves.

#### **Working with Children of the Opposite Sex**

There is positive value in both male and female staff being involved with children. Ideally, every child should have the choice for intimate care but the ratio of female to male staff may mean that assistance will more often be given by a woman.

The intimate care of boys and girls can be carried out by a member of staff of the opposite sex with the following provisions:

- when intimate care is being carried out, all children have the right to dignity and privacy, i.e., they should be appropriately covered, the door closed or screen/curtains put in place;
- if the child appears to be distressed or uncomfortable when personal tasks are being carried out, the care should stop immediately. Try to ascertain why the child is distressed and provide reassurance;
- report any concerns to the Named Person for Child Protection and make a written record;
- parents must be informed about any concerns.

## Communication with Children

It is the responsibility of all staff caring for a child to ensure that they are aware of the child's method and level of communication. Depending on their maturity and levels of stress children may communicate using different methods – words, signs, symbols, body movements etc. To ensure effective communication:

- make eye contact at the child's level;
- use simple language and repeat if necessary;
- wait for response;
- continue to explain to the child what is happening even if there is no response;
- treat the child as an individual with dignity and respect.

It is important to note that in addition to the information in the Intimate Care Policy, reference should also be made to the Child Protection and Safeguarding Policies.

Intimate Care Policy



Appendix A

### Parental permission for Intimate Care for Reception Age Children

Should it be necessary, I give permission for ..... to receive intimate care (e.g. help with changing or following toileting).

I understand that staff will endeavour to encourage my child to be independent.

I understand that I will be informed discretely should the occasion arise.

Signed .....

Adult with parental responsibility for .....



**Appendix A**

**Intimate Care Policy**

**Appendix A**

**Parental permission for Intimate Care for Individual Children**

Please state the reason for your child requiring regular intimate care.....

.....

I understand that staff will endeavour to encourage my child to be independent.

Names of staff involved in the intimate care of my child are.....

.....

(if these members of staff are not available, a familiar adult will be asked to assist, where possible.

My child requires support with intimate care ..... times per day.

Please state the time of day they will need support or if your child can indicate when they need to be changed.....

.....

Please give some information as to what sort of support your child will need (such as full nappy change, support to clean him/herself, support to organise fresh clothing, if they can redress themselves) .....

.....

.....

My child will be changed in the (please state where your child will be changed, this

can be discussed with school staff) .....

.....

What will be needed to aid the intimate care of my child (such as nappies) .....

.....

Who will provide these.....

Signed .....

Adult with parental responsibility for .....



## Young Carers' Policy

At Sandy Lane Primary School we believe that all children and young people have the right to an education, regardless of what is happening at home. When a young person looks after someone in their family who has a serious illness, disability or substance misuse problem, he or she may need a little extra support to get the most out of school.

Our Young Carer Policy says how we will help any pupil who helps look after someone at home.

Our School:

- Has a member of staff with special responsibility for young carers' and lets all new pupils know who they are and what they can do to help.
- This member of staff is Mrs Linda Walker ( School inclusion leader)
- Runs a PSHE lesson on the challenges faced by young carers' in year 5 and 6
- Can put young carers' in touch with the local Young Carers' Service. We can also put families in touch with other support services.<sup>12</sup>
- Is accessible to parents who have mobility and communication difficulties and involves them in parents' evenings.
- Respects you right to privacy and will only share information about you and your family with people who need to know to help you.
- Will consider alternatives if a young carer is unable to attend out of school activities e.g. detention, sports coaching, concerts, due to their caring role.
- Allows young carers' to telephone home during breaks and lunchtimes.
- Complies with the Disability Discrimination Act by offering disabled parents support to get their children into school.

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<sup>12</sup> See flier below

# DO I LOOK LIKE I CARE?



Young carers have lots of extra responsibilities because they look after a family member with an illness, disability or an addiction.

**Does this describe you or a young person you know?**

If so, please contact us.

**Relieve the pressure**   **Breaks & clubs**   **Support at school**

**Careers advice**   **Family support**   **Rights & safeguarding**

**Carers' Resource helps young carers by providing them with:**

- After school clubs and trips in the holidays
- One-to-one support at times of crisis
- Website and social media

<p><b>Harrogate District:</b> 11 North Park Road Harrogate HG1 5PD  Tel: 01423 500555</p>	<p><b>Craven District:</b> Ronaldsway House 36 Brook Street Skipton BD23 1PP  Tel: 01756 700888</p>	<p><b>Bradford District:</b> Unit 15 Park View Court St Paul's Road Shipley BD18 3DZ  Tel: 01274 449660</p>
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## ANTI-RADICALISATION POLICY

Sandy Lane Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Sandy Lane Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

### Links to Other Policies

The Sandy Lane Primary School Anti-Radicalisation policy statement links to the following policies:

- Child Protection and Safeguarding
- Positive Behaviour policy
- E-Safety policy

The following national guidelines should also be read when working with this policy:

- PREVENT Strategy HM Government<sup>13</sup>
- Keeping Children Safe in Education DfE 2021
- Working Together to Safeguard Children HM Government 2013

### Aims and Principles

Our School vision of Fulfilling potential Unlocking opportunity No one left behind (FUN) intends to create an atmosphere where all parts of the community would only wish to come together in a spirit of mutual growth and cooperation and never to hurt or undermine our principles of upholding British Values through any means.

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

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<sup>13</sup> Statutory guidance Revised Prevent duty guidance: for England and Wales Updated 1 April 2021  
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

### **Definitions and Indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

### **Procedures for Referrals**

- Although serious incidents involving radicalisation have not occurred at Sandy Lane School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (DSL & DDSL).
- Advice or referrals regarding concerns will be raised with the local authority MASH team or directly to the [Prevent team](#)
- If there is an immediate risk to someone's safety 999 will be called.
- Children's attendance is reviewed on a fortnightly basis and procedures for following up absence are clearly outlined in the school's attendance and punctuality policy. Where there are concerns about prolonged absence with no explanation despite attempts to contact the family, a home visit is conducted by the school and /or the attendance and welfare officer. If this is not successful the child is referred to the LA children missing in education team. If there are concerns re radicalisation the school will raise this with the team.
- Requests to educate children at home are referred to the Lewisham Elective Home Education team. Again, where there are concerns re radicalisation the school will raise this with the team.

### **The Role of the Curriculum**

- Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- Our PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. The school values are actively promoted through assemblies, lessons and policies.
- It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

### **Staff Training**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

## **Policy Review**

The Anti-Radicalisation policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

