

St Luke's Primary School



St Luke's Safeguarding Policy 2025

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 3: Everyone who works with children should do what is best for each child.

Article 12: Your right to say what you think should happen and be listened to

Article 19: You should not be harmed and should be looked after and kept safe.

Article 36: You should be protected from doing things that could harm you.

At St Luke's School the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that we will provide a safe and secure environment in which their children can flourish. As a school community we have to ensure that this expectation is reality. In order to do this a wide range of measures are in place:

Security and Safety

The Headteacher has responsibility for security and safety in the school. Any concerns from staff are reported to the Headteacher or Caretaker. All concerns need to be recorded on the Caretaker priority sheet which is overseen by the caretaker – located in the staffroom. The caretaker will carry out an initial examination, assessing what remedial action needs to take place. He will either carry out the work himself or call in a contractor from CYPES approved list. All contractors coming into school have to complete the appropriate section in The Property Log Book.

Each half term there is a fire drill that practices efficient evacuation from the buildings.

Information about the Safety and Security of the school can be found in the Health and Safety Management File copies of which are located in the Headteacher's office, the Caretaker's office and on the school website.

There is a Critical Incident plan that details what should be done in the case of emergencies. This is been updated annually in line with CYPES guidelines. Copies of this are found in the Headteachers office, Deputy Headteachers office, the staffroom, the school office and a redacted version is on the school website.

First Aid

In school the following staff hold a First Aid at work qualification:

Lead First Aider – Terrie Wilton

First aid trained staff: Kath Hepworth, Terrie Wilton, Chantelle Le Coutuer, Jamie Evans, Lisa Barker, Ewa Augustynczyk, Charlotte Walton, Karen O'Connor and Vicky Smith (with all staff completing an online first aid training certificate via Virtual college).

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There are a number of first aid kits situated around the school. First Aid bags are checked and updated regularly by the Lead First Aider. Staff on duty in the playground will send children in/access the first aid kit located in the staffroom to deal with minor incidents.

When a child has suffered an injury in school or on the playground there is a protocol to follow:

For detail please see the [First Aid Policy](#).

- **All adults are able to deal with a minor injury** such as a simple graze either by using equipment from the first aid bag or by sending the child, with another child, to a classroom to get a paper towel
- if the adult on duty feels that a child might be seriously injured they will send another child to the staffroom to get a First Aider to come out

A separate protocol has to be followed if a child has:

* a bump on the head – see Bumped Head procedure in First Aid Policy.

Parents are contacted if a child has a significant bump on the head or other injury that might need further attention.

* an anaphylactic seizure - see Medical Policy /EpiPen procedure in the First Aid Policy.

Recording incidents and accidents

- All accidents are recorded on a Minor Injuries record sheet
- Any accident that necessitates a child/adult going to hospital is recorded on an online accident form. Notification is sent to CYPES

If a child is unwell, including at Lunchtime, the class teacher or senior First Aider will make a decision about phoning the parent.

Any 'near misses' are to be recorded in the near misses book which can be found in the Headteacher's office/Staffroom.

Children who need inhalers – parents are asked to sign a medical form and provide the class teacher with an inhaler that their child can use independently. Older children take responsibility for their inhalers.

For matters of an intimate nature staff should deal with a child with utmost sensitivity and always seek guidance from the Headteacher or Deputy Headteacher – see Intimate Care Policy.

Parents are asked to inform school of any updated medical needs every year. If a child has a serious allergy/ health condition parents will be asked to complete an individual health plan.

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Site Security

We have an open door policy and aim to balance this with providing an environment that is safe. The site is only as safe as the people using it.

Therefore:

- Cleaners to check all doors and windows at the end of the day and ensure they are secure
- the last person leaving school at the end of the day will set the alarm, lock the front door and close/lock the car park gates.
- there are signs at all entrances asking visitors to report to the Reception
- visitors and volunteers sign in and out electronically.
- Staff and children are encouraged to 'appropriately challenge' any visitor not wearing a badge or report them to a member of staff – visitor badges are colour coded: blue/purple = staff member, Green = DBS checked visitor & Red = non-DBS cleared visitor.
- children are only allowed to leave school with an adult with parental responsibility or confirmed permission from the adult with parental responsibility
- children are not allowed to leave school alone during school hours. However, if a child leaves the school premises because they are 'in crisis' the class teacher, key worker or a member of the Leadership team who knows the child's needs and behaviours well, will manage the situation sensitively taking into account the individual needs of the child and ensuring that the child is kept as safe as possible.
- if children walk home on their own or catch the bus it is the parent's responsibility to let school know in writing
- all contractors coming into school have to complete the appropriate section in The Property Log Book.
- if staff come into school at the weekend or out of school hours they must sign in electronically, on the iPad, which is on the main desk in the entrance hall.
- teachers who go off site at lunchtime "sign-out" and "sign-in" on their return.

Attendance

Excellent attendance (+96%) is expected of all children. When children are unwell parents are expected to confirm absence by telephone before the school day begins. If there is no notification school will phone home to ascertain each child's whereabouts.

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The Education Welfare Officer and Headteacher meet every half term to discuss attendance and punctuality. As a result of these meetings any individual child whose attendance and punctuality show cause for concern is flagged up. The procedure is as follows:

- class teachers are asked to discuss issues with parents.
- if there is no improvement the class teacher will meet with parents and agree an attendance plan.
- should there still be no improvement the Headteacher will refer to the EWO for their involvement.
- if this continues, the family will be invited to attend an attendance panel, which could result in a Parish Hall inquiry/fine).

The EWO will also talk with parents and offer support and/or advice where there are concerns about children's welfare.

Appointment of staff

All staff that are appointed to work in school must have had a DBS check. At interview, candidates are expected to show photographic identification. Any newly appointed person will only have confirmation of the job once references have been taken up and confirmed.

The school secretary and Headteacher have attended training from the 'Jersey Vetting Bureau' with regards to DBS. Short-listing and interviews are always undertaken by at least one person who has completed the Online Safer Recruitment: currently this is: Adam Turner & Kath Hepworth.

The welfare of new staff is overseen by the Line Manager. Where possible, before the new member of staff starts, a meeting is held with the Line Manager to talk through routines, planning, procedures etc. Regular conversations both formal and informal will take place.

Induction of Volunteers

Any volunteer who helps on a regular basis must complete a DBS check. Forms are available from the School Secretary. At present clearance for this can be approximately 6 weeks.

When a volunteer's role is a 'one off', such as accompanying on a day outing or helping at a school fair (and therefore less than 4 times in a 30 day period and **not** overnight) these measures are not necessary. However, the person **should not be left alone or unsupervised** in charge of children. Staff should check in Teachers Shared or with the School secretary as to who has been police checked when they are planning to use a parent to help on in-school activities or visits. Risk assessments for trips involving parent helpers, must clearly show which parents have been police checked.

Volunteers should only work with individuals or small groups of children (no more than 6).

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Welcoming visitors

Visitors with a professional role i.e. the school nurse or member of the peripatetic music service will have been DBS checked as part of their recruitment. Any other visitors, such as people who have come in to lead an assembly do not have to have been police checked but are expected to sign in.

Child Protection Policy

The Designated Safeguarding Lead (DSL) for Child Protection is Adam Turner, with Deputy DSL's being Kath Hepworth, Charlotte Walton, Lucy Scott and Lisa Evans. All teachers, TAs and NOs have attended Level 1 training. There is a detailed Child Protection policy on Teachers Shared/School Website and it is the responsibility of all staff to read it. Any recorded information from a member of staff is to be given to the Child Protection officer and then filed in a child's confidential file/electronically via My Concern. If an adult working in school has a cause for concern with regards to a child's welfare they must complete an online 'Cause for concern' (My Concern – www.thesafeguardingcompany.com) or complete a (pink)sheet (available in the Staffroom or in Child Protection/Policies/Teachers Shared) and give it to the DSL.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly through the curriculum, in subjects such as PSHE, relevant issues are discussed with the children. Topics include such themes as sex and relationships and keeping yourself safe. Teachers plan appropriate tasks and activities to enable children to discuss these issues. Parents are invited to view the Sex education video that is shown to Year 6 before the children watch it.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE. Teachers write Risk assessments for PE units. Risk assessments for Science and Design Technology should be highlighted in weekly planning. At all times there must be appropriate staffing levels and when the curriculum is taking place out of school, appropriate ratios are maintained. The lead adult always assesses visits, as to the level of risk, and follows school procedures. All trips are finally authorised by the Head teacher.

Recommended ratios of adults to children

The **minimum** levels of supervision are as follows:

Lunchtime -

Reception - 1:30

Key Stage 1 - 1:50

Key Stage 2 - 1:75

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The memorandum states the following ratios:

Before school – 1 teacher to 200 pupils

Playtimes – 1 teacher to 150 pupils

The Health and Safety of pupils on Educational visits states the following:

Day visits – Reception and Key Stage 1 – 1 adult to 6 pupils

Key Stage 2 – 1 adult to 12 pupils

Residential trips (year 3 and above) – 1 adult to 10 pupils

Trips

When planning trips, staff must ensure that there are appropriate staffing ratios which, at its minimum, meet CYPES policy. The lead teacher must complete a risk assessment 2 weeks before the trip takes place and give a copy to the EVC, who is Kath Hepworth. All trips must be authorised by the Headteacher or the Deputy Head. A copy of the risk assessment must be shared with each adult on the trip.

If mini-buses are being used, this needs to be 'booked' via the Headteacher (to ensure a driver is available) and then recorded on the school calendar.

Parents are given as much as information as possible about the nature of the trip and the activities that are likely to be on offer. Parents are invited to an information meeting when the trip is residential.

Child Protection issues

Risk assessments in respect of child protection must cover the adults who will be accompanying children, the adults that they will meet at places that they visit/stay and the risks posed by individual children to others.

Parents are often asked to volunteer to accompany children on trips. If a parent supports on a regular basis or at any time is left with children or supports in 'high risk' areas e.g. changing rooms for swimming, they must be DBS checked.

When a volunteer's role is a 'one off', such as accompanying on a day outing or helping at a school fair (and therefore less than 4 times in a 30 day period and not overnight) these measure are not necessary. However, the person should not be left alone or unsupervised in charge of children.

Staff should check in Teachers Shared or with the School secretary as to who has been police checked when they are planning to use a parent to help on in-school activities or visits.

All staff/parents must be DBS checked if the trip involves an overnight stay.

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Where individual children pose considerable risks to themselves or others, strategies are put in place and are highlighted on the risk assessment.

Talking to pupils

Talking to children about the trip is essential. This allows the children to express any concerns they may have. The importance of safety is stressed to the children. A copy of the risk assessment is shared with the children the day of the trip.

Internet Safety

Children are encouraged to use the internet as much as is possible, but all times in a safe and responsible way. Parents are asked to sign a letter of consent for their child to use the internet. Children must sign a 'Code of Conduct' before being able to access the internet in school. Children are taught about E-Safety as part of the ICT curriculum. Children must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child, the issue must be reported to the ICT co-ordinator, Lucy Scott, or the Headteacher. The Headteacher co-ordinator has overall responsibility for internet safety. Any E-Safety issues are recorded on Light Speed & Impero (electronic firewall/monitoring equipment). Incidents are reviewed and logged.

Equal opportunities/ Inclusion

We try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at St Luke's are considered equal in the learning partnership. When children have Special Educational Needs we work closely with parents, as appropriate, and design specific programmes to meet their needs.

Children with disabilities take part in every lesson in an appropriate way and every measure is taken to ensure this.

Behaviour

Good behaviour is essential in any community and at St Luke's we have high expectations of this.

Our main behaviour system is an intrinsic approach – learning is engaging and children want to be involved. Consequences are put in place to support children to demonstrate "good" behaviour. A trust badge system operates from Yr3 – Yr6. A 5 step approach to restorative practice is used (1: Reminder, 2: Caution, 3: Last Chance, 4: Time out to calm down & 5: Repair). If a child needs to catch up or payback time lost in learning then a simple *imposition* is quick, effective and takes no precious time away from staff. *Impositions* are additional work that must be completed that evening & countersigned by the parent and returned the next morning. A short, pre-written note is attached to the piece of work.

Only in extreme circumstances a child may be excluded (internally) or suspended.

See the school Behaviour Policy for specific detail.

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Staff are discouraged from handling children in order to restrain them but when they deem a child is a danger to himself/herself and/or others, staff must use a common sense judgement or call for support from a member of the Leadership team. All staff are trained in MAYBO level.

Help should be sought from the class teacher, key worker or member of the Leadership team when dealing with children with extreme behaviour.

Racial tolerance

Racism is tackled in a cross-curriculum approach. The children take part in discussions designed to raise awareness and address prejudices. Occasionally, visitors who expose children to a different cultural experience come into school.

Photographing and videoing

Staff must follow the 'Use of photo and video policy'.

Parents must give consent for their child's picture to appear in the following – photos, videos, webcam, the JEP and media by signing a permission slip. Names of children for whom permission has not been given can be accessed from the office.

We take a sensible and balanced approach which allows parents to photograph and film providing they follow certain guidelines. At the beginning of any productions e.g. the Nativity, parents are reminded that any films/pictures that they take must only be used in their own home and must not be shared on social media sites.

Whistleblowing

If members of staff ever have concerns about the people they are working with, paid or unpaid, they have a professional duty to inform the management. This can be done in writing or verbally but staff should be prepared to discuss issues in confidence so that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the Education Department's policy on Whistleblowing.