

PACES HIGH GREEN SCHOOL

POLICY DOCUMENT PS/PD.18

HEALTH, SAFETY AND WELFARE POLICY

N.B. This policy is underpinned by High Green Development Trust Campus Premises Policy Documents related to health and safety. All these documents are held in the HGDT main office.

OUR PHILOSOPHY:

To provide Conductive Education for children with motor disorders giving them a positive learning environment and the opportunity to achieve – by focusing on the child's ability, not disability, we can affect change in the lives of the children and families we serve.

MISSION STATEMENT:

We will create a centre of excellence and will have an approach towards curriculum delivery which captivates all learners, engages each of the senses, promotes as much independence as is possible and affirms success on a daily basis. Our curriculum will offer added value and strive to make a difference.

AIMS:

- Compliance with the Health, & Safety at Work Act 1974
- Compliance with DCSF Guidance Health & Safety Responsibilities & Power (DCSF 0803/2001)
- Compliance with Safeguarding responsibilities under Children Act (2004) and statutory guidance 'Working Together to Safeguard Children 2015'
- Reflects latest version of Sheffield Child Protection and Safeguarding Procedures and revised Statutory Framework for EYFS March 2012
- Prevention of injury
- Maintain a safe, healthy working environment
- To outline organisational expectation of all personnel

PRINCIPLES:

- Health, safety and welfare of all individuals
- Individual's responsibility
- Management responsibility

1. Introduction

1.1 The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The Governors, and ultimately the Trustees, take responsibility for protecting the health and safety of all children and members of staff. We also work in conjunction with parents as our joint partners, maintaining regular contact at all times to enhance our shared responsibility of care.

2. The School Curriculum

2.1 We teach our children and young people about health and safety in order to equip them with the skills, knowledge and understanding to enable them to better achieve a healthy lifestyle. Conductor/teachers use opportunities within the normal school curriculum. For example, through the science and PSHE curriculum, we teach about dangerous substances and how to handle equipment safely.

- 2.2 We teach children respect for their bodies, how to look after themselves and being as independent as possible as part of the Conductive Education programme. We also discuss these issues with the children in PSHE lessons and we reinforce these points in design technology, where children learn about healthy eating and hygiene. Moving safely is also an integral part of the Conductive Education programme.
- 2.3 Health and safety issues also arise when we work on environmental activities. See Appendix 5 'Risk Assessment – Outdoor/Gardening activities'.
- 2.4 Our school promotes the spiritual growth and welfare of its children and young people through the RE curriculum, through special events and through the daily act of collective worship
- 2.5 Each student has the opportunity to discuss problems or issues of concern with staff members. Teachers use circle time to help children discuss any issues or concerns that they may have. Staff will always handle any concerns with sensitivity.
- 2.6 Camera/video evidence is used to record evidence of achievement at points of importance; for achievement of specific targets, for progress files, etc. Parents have signed consent forms which are kept on file giving consent for use of this evidence (or not). Equipment will be checked regularly for safety. Also see Appendix 2: 'The Safe Use of Mobile Phones and Cameras within our Setting'
- 2.7 Some children who are able to use a camera may record some of their work using a camera. Again equipment will be checked regularly for safety.
- 2.8 As a part of the curriculum staff and children use the outside environment of the school. This work is risk assessed. See 'Risk assessment outside area'. See also the generic risk assessment for the quadrangle carried out by HGDT. Staff will generally plan for outside visits as part of their weekly planning but the generic risk assessments cover all aspects of outside work.
- 2.9 As a part of the curriculum our children are involved in the preparation of food. This work is risk assessed. See Appendix 1 'Guidance for food work in school' + risk assessment.
- 2.10 Those children for who it is appropriate receive sex and drugs education. (See Policy PS/CP15 Sex & Relationship Education)

3 Recorded attendance and absences

- 3.1 Many of our students travel long distances to attend our school and attendance is very good. It is part of our accepted philosophy that for students to achieve their maximum potential, then they need to attend school whenever it is possible.
- 3.2 Procedures are in place for informing parents about our procedures for the start and end of sessions, and communicating with our staff. Staff are deployed effectively to ensure the safety of the children at the beginning/end of sessions, and for handing children over to escorts/parents and carers at the end of a session. Parents are required to inform us in order to give authorisation for other adults to collect their child.
- 3.3 Attendance and absences are recorded on a daily basis in each class register, using the codes for absences as detailed in the register. Register closes at 9.30. Students arriving after this time will be marked with code U or another more appropriate absence code.
- 3.4 Most absences in school are as a result of medical difficulties/procedures.
- 3.5 Parents/carers are asked to contact school in the event of any absences.
- 3.6 If we have received no communication from the parent/carer about an absence, then school contact them immediately to request an explanation for the absence.
- 3.7 If we consider that students have an unacceptable level of unauthorised absences, then we would request a meeting with the parent/carer to discuss the situation and explain again how the whole programme would not be effective without regular attendance.
- 3.8 The annual review process would be used to discuss the issue with all those in attendance at the meeting.

4 School meals

- 4.1 Eating and drinking are vital independent living skills and as such mealtimes are an inclusive part of the Conductive Education programme.
- 4.2 Our school provides the opportunity for students to buy a meal at lunchtime. If parents are in receipt of income support, they may claim free school meals for their child. We do all we can to ensure that meals provided have a suitable nutritional value, in line with the requirements of the School Standards and Framework Act of 1998
- 4.3 Some parents choose to send a packed lunch for their child. Again children eat their meals with the support of the staff and as part of the CE programme.
- 4.4 Our school promotes a healthy lifestyle. At break time children are given healthy snacks and a drink
- 4.5 For some students it is necessary to have a very high calorie intake and food is provided by parents following advice from medical professionals
- 4.6 Some students do not take food by mouth and are tube fed. Staff are trained within each group to feed those students who require tube feeding.
- 4.7 Students prepare food as a part of the curriculum, The Headteacher is the nominated person with responsibility for food handling within the school. **See Appendix 1 ‘Guidance for food work in school’**

5 School uniform

- 5.1 At our school students are encouraged to wear school uniform but it is not compulsory. We review the requirements for school uniform with parents. Our school uniform has due regard to issues of equal opportunity and sex discrimination.
- 5.2 We ask parents to equip their children and young people with the necessary clothing so that they are able to participate safely in the CE programme. Sometimes we ask that children wear shorts so that their movement can be better observed.
- 5.3 Children do wear jewellery in our school but staff will remove any jewellery, and discuss this with parents, if they feel that the jewellery would be a risk to the health and safety of the child or to others.

6 Safeguarding children (See Policy PS/PD01 Safeguarding Children and Young People)

- 6.1 Paces School recognises that every member of staff has a key role in the prevention of harm, early identification, intervention and support for children/young people at risk of significant harm. Key staff have received LA safeguarding training and all staff have received in-house safeguarding training. Conductor-teachers are highly trained professionals in their relevant field whose training enables them to quickly recognise any changes in a child’s behaviour pattern. It is they who are the key workers for the children/young people in their care. They work very closely with their staff team, all who have Level 2/3 qualifications and receive daily training to enhance their experience. Staff to student ratio is high within each group, usually at least 1adult to 2 students.
- 6.2 The Head-teacher has overall responsibility for safeguarding in the school. Gyorgyi Fellner (as designated safeguarding lead) and Elizabeth Janovski (as deputy safeguarding lead) are the named officers responsible for safeguarding in the school, and they have both completed advanced safeguarding training + yearly refresher training. Gyorgyi Fellner, as the nursery manager, is the named officer in EYFS.
- 6.3 If any member of staff suspects that a student in any group may be the victim of abuse, they should immediately inform any of the above people, who are available, about their concerns.
- 6.4 The Headteacher will work closely with Sheffield Safeguarding Children Services when investigating incidents. All cases will be handled with sensitivity and actions in the best interests of the child/young person will remain the top priority.(see PS/PD 01 Appendix 2)

- 6.5 All staff employed in the school are required to have an enhanced DBS (Disclosure and Barring Service) check. If there is any delay in this being processed for new employees, then the adult will only have supervised access to children. Students only ever have supervised access to children. **See also Policy Document PS/PD 26 ‘Intimate Care’**
- 6.6 **MOBILE PHONES:** Mobile phone use is not permitted in the classrooms or anywhere near the students. Any emergency calls can be made from and to the school office. Staff can use their mobile phones during lunch time but not in the vicinity of the classrooms or students. As stated, the school mobile phone should be used for school visits. **See Appendix 2: ‘Acceptable Use of Mobile Phones and Cameras’.**
- 6.7 In the event of a child going missing from our service we shall follow the ‘**Good Practice Guidance**’ and ‘**Checklist Guidance**’ from SAEY updated V8 March 2013.
- 6.8 **Full details of safeguarding children can be found in PS/PD 01 ‘Paces School Policy and Procedure Document – Safeguarding Children and Young People’**
Reference should also be made to Working Together to Safeguard Children 2015.

7 E-safety

- 7.1 The majority of our students are unable to physically access the computer without adult support. However there are a few who can and for these students and also staff, then we need to have robust practices to ensure student/staff safety.
- 7.2 The headteacher is the nominated e-safety co-ordinator and carries out audits of the e-safety measures, and makes sure that an accredited supplier is used for internet services. He will also ensure that e-safety measures are included in our own Self Evaluation Procedure.
- 7.3 Those students who are able are taught about e-safety and to understand what safe and responsible online behaviour means and to know the SMART rules, including reporting any concerns they may have. All students develop their digital literacy skills as is relevant to their level of understanding.
- 7.4 Issues around cyberbullying are highlighted to those with sufficient understanding and ability to use the internet independently.
- 7.5 Staff are trained to understand e-safety issues and risks.
- 7.6 Those parents whose child is independently able to access the internet are encouraged, through discussion with staff, to understand e-safety issues and risks.
- 7.7 **See Appendix 3: ‘E-Safety – An Acceptable Use Policy’**
- 7.8 Trustees are informed about procedures to protect our school and understand their own role and responsibility.

8 Equipment

- 8.1 All equipment specifically designed to support the CE programme, e.g. plinths, ladderback chairs, is checked on a regular basis for health and safety
- 8.2 Equipment which is advised and provided by the physiotherapist and occupational therapist, e.g. wheelchairs, walking frames, are the responsibility of these departments, but staff will make regular checks when transferring children.
- 8.3 All electrical equipment is ‘PAT’ tested in accordance with legislation.
- 8.4 Equipment to support communication is advised and checked by each supporting Communication Therapist and our own Communication Assistant. Staff will make regular checks as they use equipment with individual children.
- 8.5 All equipment to support the curriculum is continuously checked and risk assessed as part of the weekly planning.
- 8.6 Staff report any defective equipment to their line manager.

9 School security

- 9.1 We aim to do all we can to make the school site a secure and safe environment for all who work and learn here. All areas are enclosed within the dedicated school space and the

children enter the school at a dedicated entrance door. The main reception area door is kept locked during school hours and is accessed by code only. Visitors use an intercom system to announce their arrival and to be allowed entry to the school. Staff supervise the main area during arrival and collection times. Other internal doors can be accessed by code only.

- 9.2 All doors are regularly checked and maintained in a good working condition. Door closers are fully operational and bring each door back to a fully closed position after it has been opened. Fire doors to the outside have push bar exits which are heavy to operate and are fitted with door closers.
- 9.3 Classroom doors which open onto the main school corridor could be opened by children. A high staff/student ratio ensure that children are closely supervised and any child leaving the classroom would only be able to access the internal school corridor area. The Primary 1 classroom across the corridor from the training room is accessed by code.
- 9.4 All windows have restricted opening.
- 9.5 Staff report any defective equipment related to school security to their line manager.
- 9.6 We require all adult visitors to the school who arrive in normal school hours to go to the Campus main reception area, sign the visitor's book and wear an identification label whilst on Campus. The Campus reception will ring the school office and arrange for the person to be accompanied to the school premises.
- 9.7 Staff will not allow any adult to enter the school/classroom unless the identity of the visitor has been confirmed.
- 9.8 If any adult working in the school has suspicions that a person may be trespassing on the premises, they must inform their line manager immediately. If possible the Headteacher will be informed. If the line manager/Headteacher has any concern that the intruder may cause harm to anyone on the premises, he/she will contact the police.
- 9.9 All members of staff must sign in and out when entering and leaving the school premises. Any staff working early or late should have a mobile phone available in case of emergency and for their own protection.

10 Safety of children

- 10.1 It is the responsibility of each Conductor/teacher to ensure that all activities throughout the day are safe. If a Conductor/teacher does have any concerns about student safety, they should draw them to the attention of the Headteacher before the activity takes place.
- 10.2 All staff have clear roles and responsibilities and are involved in the planning of every aspect of the daily routine. Staff / student ration is high and there is the flexibility available for staff to be moved around to support a specific need where necessary. This would in no way detract from ensuring that key routine tasks were not attended to.
- 10.3 We do not take any child off the school site without the prior permission of the parent. All off-site activities have risk assessments carried out by the Conductor prior/at the beginning of the visit. These may be carried out by the establishment and/or the school.
- 10.4 Should any incident/accident requiring first aid take place, one of our trained first-aiders will be called to assist. A first aid box is kept in each teaching area. All staff at the school have been trained to carry out first aid, including paediatric first aid.
- 10.5 There are sufficient staff within the school for summoning assistance from other staff members in the case of an accident/incident. Also due to the layout of the school, it is possible to 'call' for help quite easily.
- 10.6 If necessary, and in the case of a serious accident or emergency, an ambulance will be called and/or parents informed. Arrangements will be made to meet the parent – if necessary at hospital. A member of staff will always accompany and stay with a child until a parent/carer arrives.
- 10.7 There may be occasion when a child is not collected at the agreed time. This often happens within our school due to transport/distance from home issues. We always ensure that emergency information is up to date and we would make all reasonable attempts to contact

all those adults authorised to collect the child. If no-one can be contacted the child will stay with staff members (all staff are in school until 4.30p.m.) until further checks have been made. Staff should not take the child home with them (unless this has been agreed by the parent/carer with a staff respite carer). If after 4.30p.m. and still no contact has been made then the school would contact the child's relevant social worker team.

- 10.8** It is very unlikely that a child will go **missing** from our setting. The majority of children/young people are non-ambulant and also we have a very high staff to student ratio. However in the unlikely event that a child/young person should go missing from the premises then it would be very serious incident and following an initial 5 minute search, the parent/carer and police would be informed immediately. **See Appendix 4 'Emergency Procedure for the recovery of a missing child'**.
- 10.9** **See PS/PD01 Children/young People Missing from Education** for those children who fail to attend regularly and which may be an indicator of abuse/neglect. We would also follow the **'Good Practice Guidance' and 'Checklist Guidance' from SAEY updated V8 March 2013.**
- 10.10** We record all incidents/accidents in the classroom incident book and we inform parents in all cases.
- 10.11** For those students who are diagnosed with epilepsy, an emergency procedure is written down and kept within the class group. Staff are trained within each group to deal with these emergency situations.
- 10.12** Fire procedures are outlined in **HGDT PHS04**. Fire Risk Assessments, including emergency evacuation of the premises are available for each room and area within the school.

11 Moving and handling

See also Manual Handling Policy PP/PD 06a and related 'Moving & Handling Assessment criteria & 'Handling Plan'

- 11.1** HGDT also has a completed generic risk assessment for the whole of the Campus which encompasses moving and handling
- 11.2** Staff are given facilitation and safe handling training and guidance. The Conductors deliver this training/guidance on a daily basis, and when changes are appropriate, e.g. following operations on a child/client, then staff are issued guidance to encompass these changes. **This is the vital part of our training – it has to be ongoing and continuous to meet individual need.** There are written facilitation guidelines for all staff to read and sign. Additional Manual Handling training for staff was delivered by Liz Southall from Birmingham Institute for Conductive Education as a qualified person to teach safe handling procedures. Staff were issued with a certificate. Ongoing moving and handling training takes place on a regular basis during in-house training, sometimes involving case studies.

12 Transport

- 12.1** We have our own school mini-bus which is fitted with seat belts, secure wheelchair clamping facilities and a ramp. The mini bus is appropriately insured and is checked in accordance with legislation. However, due to its limited wheelchair clamping facilities, we generally use alternative transport arrangements, as described below.
- 12.2** Staff are trained in how to move and handle students safely on and off the school bus, and how to secure children safely.
- 12.3** Only drivers over the age of 25 are eligible for driving the mini-bus. Those staff who transport children are DBS checked and hold a driving license which is photocopied and held on record. We ask staff to inform us of any changes to their license.
- 12.4** In the event of a breakdown with any vehicle when on a visit, we adopt the following procedure:

- breakdown cover is part of our insurance and the procedure to use during any breakdown is located in the vehicle
- if appropriate, use emergency contact details to contact parents/carers to collect their child from the point of breakdown (or nearest safe place) a.s.a.p.
- if a parent/carer is unable to collect their child, then another vehicle from the transport service or an agreed provider will collect the child and return them to an agreed destination, again a.s.a.p.

12.5 All our transport services bringing children to and from school are fitted with equipment in accordance with legislation, and all drivers and escorts employed and DBS checked by the placing LA.

12.6 When we need any additional transport for visits, we only use those services which are fitted with equipment in accordance with legislation and employee checks to transport our students, many in wheelchairs, safely. This requires the vehicle to be fitted with seat belts, clamping facilities and ramps. Staff members will be present at all times to provide support and risk assessments carried out for all visits. On any visit date records are available about the vehicle/organisation which has been used and the named driver of the school vehicle. (each organisation will hold their own insurance details)

13 Vehicles on Sight

13.1 As the school is part of Paces Campus, then HGDT are responsible for car parking at the Centre. However the school does have its own designated car parking area which is completely separate from children's outdoor play activities.

13.2 The school designated car parking area is used for school transport vehicles.

13.3 Any parents who bring/collect their children will be informed through the web-site/parents handbook about safe parking at the Centre during critical times, e.g. the beginning and end of the school day when the school transport vehicles are on site.

13.4 Parents will be informed through the web-site/parents handbook outlining the times when they are able to park in the designated school area.

13.5 School transport vehicles are fitted with 'reverse alarms' as a warning to any other person in the area

13.6 All staff will park their cars outside the school designated car parking area.

14 School Visits

14.1 All off-site visits have the prior permission of the parent/carer.

14.2 Also, as stated above, all off-site activities have risk assessments carried out by the Conductor-teacher/ Teacher prior/at the beginning of the visit which are carried out by the establishment and/or the school.

14.3 These risk assessments involve whenever possible a preliminary visit to make an assessment whenever the visit is to a new venue. If a preliminary visit was not possible, and on arrival the Conductor felt that the venue carried risk, then the visit would be cancelled.

14.4 Transport arrangements as described above.

14.5 A travelling First Aid bag is taken on any school visit. NB Our own school mini-bus has its own First Aid Kit.

14.6 There will always be a member of staff on the visit who has received first aid training.

14.7 Emergency contact forms are taken on all school visits. Any child who has sufficient mobility to 'get lost' will carry ID with their name, the named senior member of staff and their mobile contact number and the name of our setting. In the event of an emergency, parents/carers will be contacted and a decision taken whether the parent/carer will meet with staff e.g. if the student is taken to hospital.

14.8 The school mobile phone or a mobile phone of a SENIOR staff member will be used to make any necessary contacts during a school visit. This number will be given to parents prior to the visit in case they need to contact the senior member of staff of the visit directly.

- 14.9** A member of staff will always stay with a student who is taken to hospital until a parent/carer arrives.
- 14.10** Arrangements will be made for any student requiring special diets or tube feeding.

15 Thefts or other criminal acts

- 15.1** If there are serious incidents of theft from/around the school site, the Headteacher will inform the police and record the incident in the incident book.
- 15.2** Should any incident involve physical violence against a member of school staff it will be reported to the Health and Safety Executive and support given to the member of staff in question if he/she wishes the matter to be reported to the police.

16 Monitoring and review

- 16.1** The Governors/Trustees have overall responsibility for health, safety and welfare within the school. We work closely with High Green Development Trust who are responsible for keeping the school informed of new regulations regarding health and safety. All updated policies with regard to health and safety matters are maintained and kept by HGDT and are updated according to any new legislation.
- 16.2** HGDT, in consultation with professional advisors, carries out regular risk assessments within the Centre.
- 16.3** Room risk assessments and Fire risk assessments are carried out in the school on an annual basis to ensure that the school is a safe environment. Risk assessments are also included within the weekly planning schedule.
- 16.4** The Head-teacher implements the school/conductive education services health, safety and welfare policy on a day to day basis and ensures that all staff are aware of the details of the policy as it applies to them.
- 16.5** The Head-teacher reports to the Governors/Trustees **annually** on health and safety issues.
- 16.6** This policy will be reviewed at any time when changes are required and/or at the request of the Governors/Trustees, or at least once every year.