

SAFEGUARDING POLICY



Latest review undertaken on 19th January
2012

By the Personnel Sub-Committee

Ratified by the Full Governing Body on 23rd
February 2012

Next review: Spring term 2013

Purpose

At Hadrian Academy we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004 to work together with other organisations and partners in order to achieve this, and
- Our Common Law duty to protect and keep children safe whilst in our care.

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, academy staff are well placed to identify signs of risk and harm that might arise outside of time spent in school.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

Aim

We aim to provide a safe, secure and consistent environment for all our children, with reference to disability, social grouping, race, religion/belief and gender. We aim to make Hadrian Academy a place in which children feel supported, valued, respected and listened to. We will do this by:

- Establishing a safe environment in which children can learn, develop and have a voice.
- Adopting safe recruitment practices to check the suitability of all staff and regular volunteers and visitors to the academy. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
- Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
- Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
- Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
- Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance *e-Safeguarding: Creating Working Procedures in Schools (2009)*). Please see our e-safety policy.
- Monitoring and reviewing our safeguarding practices and procedures.

Roles and Responsibilities

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole academy community: all teaching and non-teaching staff, governors, students and volunteers and visitors working in the academy.

We will:

1. Establish a safe environment in which children can learn, develop and have a voice by:

- Ensuring that our buildings and site are secure and that visitors to the academy are properly checked and supervised. All must sign in and badges are given to non regular visitors.
- Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff. This includes fire and emergency procedures, first aid and managing safeguarding
- Having an Intimate Care Policy which is understood by all relevant staff.
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.
- Having agreed 'Value Statements' and policies for dealing with behaviour, bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our children.
- Ensuring that all staff and governors have been made aware of *DCSF Guidance for Safer Working Practice for Adults who Work with Children and Young People* (2009) document and work to the guidance contained therein. We have asked all teaching and support staff to read this and sign to say that they have done so. New staff should be given this to read as part of their induction.
- Following Bedfordshire's LSCB procedures where an allegation is made against a member of staff or volunteer the Principal will notify the authority's Allegations Manager (also known as the Local Authority Designated Officer or 'LADO'). Where such an allegation is made against the Principal, the matter will be referred to the Chair of Governors who will likewise notify the authority's Allegations Manager.
- Ensuring that the Physical Intervention policy is understood by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and that whistle-blowing (see appendix 1) and complaints procedures are in place and are understood by pupils, parents and staff (as appropriate). An example of the LA's whistle-blowing procedure is something that we adhere to and an example of this is attached at appendix 1. The Principal will have responsibility for this.
- Establishing and maintaining an environment where children feel safe, valued, are encouraged to talk and are listened to. This is promoted by the

School Councils, Prefect roles, buddy schemes, children's 'suggestion boxes' in the entrance, displays of information such as ChildLine & NSPCC posters & contact details

2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:

- Following Department for Children, Schools and Families (DCSF) guidance as set out in Chapter 4 of Safeguarding Children and Safer Recruitment in Education Guidance (November 2006) to ensure that safe recruitment and selection practices are carried out. Criminal Record Bureau (CRB) checks will be completed and references and identification verified. All staff and regular volunteers and visitors and will be vetted in accordance with these guidelines.
- All contractors will be asked to show us a copy of their companies Safeguarding Policy.
- Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors which will be scrutinised as part of an OfSTED Inspection
- Ensuring that at least one member of the Governing Body and the Principal have received training on Safer Recruitment Practices. We currently have three.
- Ensuring that all staff interviews have at least one person on the panel who has completed safer recruitment training.
- Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- Ensuring that Adults involved in the provision to children of extended services and school activities outside of normal academy hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- Ensuring that where academy premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection (In accordance with Paragraph 2.25 of *Safeguarding Children and Safer Recruitment in Education* (2006)). We ask to be shown a copy of their child protection policies.

3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- Including opportunities through the PSHE education curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensuring that children know that there are adults in the school whom they can approach if they are worried.
- We display and distribute age appropriate safeguarding materials and information.

4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in *Safeguarding Children and Safer Recruitment in Education (2006)* *LSCB Safeguarding Inter-Agency Procedures (2008)*, *What to do if You're Worried a Child is Being Abused (2006)* and *Working Together to Safeguard Children (2010)*) by:

- Allocating a member of the school's leadership team to the role of lead 'Designated Person' for child protection. This role is currently carried out by the Principal Mrs S. Ingham.
- Having a named member of staff to deputise in the absence the main designated person. This role is currently carried out by the Vice Principal Mrs M. Auken.
- Providing time and support for these roles.
- Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a **minimum**.
- Having a nominated governor responsible for child protection / safeguarding, who will review our safeguarding policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the academy governing body. This role is currently carried out by the Paul Messenger.
- Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy and any other safeguarding related policies or guidance, and their own role in safeguarding and promoting welfare and the identity and role of the designated person/s
- Having processes in place to ensure that all new staff receive safeguarding training or briefing appropriate to their role, as part of their induction and thereafter have access to refresher training as required or in any case, every 3 years as a minimum. The last whole school training took place on Monday 21st March 2011.
- Requiring **all** staff and volunteers, to report **any** safeguarding concerns, **in writing on a 'Concern Sheet'**, to the Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training and induction. All teachers have a master copy of the Concern Sheet and other adults can get a copy from Pauline Richardson the Office Manager

- Enabling the Designated person for Child Protection to make decisions regarding the action to be taken following a concern being brought to her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Social Care or the Authority's safeguarding advisors).
- Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care in accordance with *LSCB Safeguarding Inter-Agency Procedures* (2008). This will normally be done via the Designated Person/s for Child Protection unless they are not available and to wait for them to become available would pose an unacceptable delay. Emergency procedure, to be used in the absence of the Designated Persons, is posted on the staff notice board.
- Ensuring that where concerns remain about the welfare or safety of a child following referral to/intervention by Children's Social Care, these concerns are shared with Children's Social Care & recorded in writing by the Designated Person. Where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol. (Appendix 2)
- Making the Designated Person/s for Child Protection responsible for creating and maintaining written records in respect of all children for whom safeguarding concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events.
- The Principal should inform the class teacher of the existence of a separate safeguarding/child protection file for any pupils in their class. Since April 2011 a red flag will indicate a concern/ child protection file is in existence on the individual pupil electronic file.
- Ensuring that in line with early intervention principles, where the threshold of significant harm is not met but a child is believed to be a 'child in need' of additional support/services (under section 17 of the Children Act 1989), we either provide that support or make a single agency referral or initiate the CAF and Team around the Child (TAC) process as appropriate. The Designated Person will engage with families and ensure that parents/carers and young people are fully involved in completing in the Common Assessment Framework when a 'child in need' referral is made.
- Ensuring that parents have an understanding of the responsibility placed on the academy and staff for child protection by setting out our obligations in the school prospectus and making our policy available on request.
- Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils/students including those with disabilities, minority status and those with a history of abuse.

- Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations.
- Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.
- Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures.

5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:

- Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- The Principal having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding processes, core groups and meetings, especially child protection conferences and child in need meetings.
- Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- Completing activities as required in accordance with a child protection/care plan.
- Ensuring (through the Designated Teacher for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the Head teacher will bring the absence to the immediate attention of the Education Welfare Service, Jan Mead. In these circumstances, the Education Welfare Officer will prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.
- Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCB *Inter agency Safeguarding Policy on Private Fostering* (2007). (See appendix 3 for definition of 'private fostering')
- Making the Designated Person/s for Child Protection responsible for making arrangements to ensure that a **copy** of a pupil's safeguarding/child protection/SEN file (where one exists) is securely transferred in a timely fashion to the Designated Person at the receiving school when a pupil transfers. This file will be transferred separately from the main pupil record

and a written acknowledgement of receipt will be obtained. The original file will be retained by this school. **(Obtaining a receipt is a new procedure effective from January 2011)**

- Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.
- 6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance e-Safeguarding: Creating Working Procedures in Schools (2009)) by:**
- e-Security: keeping the electronic data we hold about pupils and families secure by recording only on a separate secure network drive and not allowing staff to take sensitive information off the premises, even on encrypted memory sticks.
 - e-Safety: Promoting e-safety awareness amongst children and their parents/carers by sharing our e-safety policy. Children are taught to keep e-safe as part of the curriculum. Topics such as cyber-bullying and keeping safe are regularly discussed. The e-safety policy ensures all members of the school community know their access rights and responsibilities in using ICT.
 - e -safety; Acceptable Use Policy in relation to the use of technology, including the internet, mobile phones and photographic equipment is an integral part of our e-safety policy. The Home School Agreement clearly states the rules for internet use and is signed by the child in Key Stage 2, parent and Principal.
 - Ensuring that the academy's internet connection and any system connected to it, is filtered to ensure inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, gender reassignment, pregnancy and maternity race, religion/belief, sex or sexual orientation grounds).
 - Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
 - Making staff and children aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network.
 - The e-safety policy is reviewed annually the Governing Body in the autumn term. A named governor has responsibility for this along side the Leadership team. This role is currently carried out Gary Preston, Parent Governor
 - Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.

- Establishing an e-safety Incident and Response Log. The Incident Log will be reviewed once per term by the Principal and Governor with responsibility for this area and they will carry out risk assessments as required. Annually, the log will be reviewed at Full Governors meeting each autumn.
- 7. We will monitor and review our safeguarding practices and procedures in line with this policy by:**
- Ensuring accountability by placing ultimate responsibility for safeguarding and this policy with the Governing Body and responsibility for the implementation of this policy with the Principal.
 - Ensuring that the Designated Governor for Safeguarding, Mr P. Messenger has termly meetings with the Designated Member of Staff for Child Protection, Mrs S.Ingham in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. The Chairman of Directors will be kept informed of any necessary action plans.
 - Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.

Review:

The overall document was agreed in principle, however there are issues that need to be reviewed in the light of the school being a new Academy. This policy is to be reviewed annually. Next review will be Spring 2013

Appendix 1

Whistle-blowing

Employees are often the first to realise that there may be something seriously wrong within the Council. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the Council. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice. Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk.

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. The Authority's confidential reporting code also referred to as the 'whistle blowing' policy, makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem.

As a first step, concerns should normally be raised with an individual's immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if an individual believes that management is involved, they should approach the Chief Executive, Chief Finance Officer, Monitoring Officer or the Assistant Director Audit and Risk.

Full details of this Procedure can be found within the Central Bedfordshire Council Ethical Handbook, available via Committee Services Department or online at <http://www.centralbedfordshire.gov.uk/modgov/mgConvert2PDF.aspx?ID=18849>

Appendix 2

A formal Local Authority Escalation Procedure *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns* (2010) is available on the LSCB website and should be consulted in the event of professional disagreements. However, some general principles are shown below.

If you disagree with a decision:

- Articulate your views.
- Ensure that the fact that you do disagree with a decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved.
- Ask for the other professional to provide written confirmation of their decision and their reasons for it.
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence. (Record details in writing.)
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer any new information/concerns which come to light. These may tip the balance in favour of intervention.
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it's expected.

Stages for escalating a concern within the Children's Social Care Structure

1. Constructively challenge/discuss your concern with the person making/communicating the decision.
2. If you are still dissatisfied, take your concern to the:
 - i. Team Manager. If still dissatisfied, take next to
 - ii. Head of Safeguarding and Children in Care (Catherine Parry for Central Bedfordshire). If still dissatisfied, take next to
 - iii. Deputy Director for Children's Services (Mark Wheeler for Central Bedfordshire).

The usual protocol is that these discussions take place between individuals of similar levels of seniority. Therefore it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Head Teacher.

Appendix 3

Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- with the intention that it should last for 28 days or more.
- private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)

- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

Taken from LSCB *Inter agency Safeguarding Policy on Private Fostering* (2007)
http://www.bedfordshirelscb.org.uk/pro_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf

Appendix 4

Equality & Diversity Issues in Safeguarding & Child Protection

This appendix highlights how equality and diversity issues and characteristics can impact on the safety and well being of pupils.

General/Factors to consider

- Communication difficulties may exist as a result of language barriers, physical & learning disability or age. Children and young people with communication difficulties may not easily be able to let someone know that they are being abused.
- Some Ethnic Minority families are less likely to understand the role of Social Services, often because of language or cultural differences.
- The personal care or behaviour management of a child with disabilities may leave some families more vulnerable to accusations of abuse. Some practices, such as personal care, medical interventions, or restraint may be seen to be abusive.
- Parents and carers with a disability / health issue (including learning disabilities, mental health and addiction problems) may be unfairly viewed as less able to care for their children.
- Parents in same – sex relationships may have concerns that their sexual orientation will be seen as a risk factor for their child.
- An Ofsted evaluation of serious case reviews April 2008 to March 2009 concluded that issues of disability often masked child protection concerns and that in half of cases involving children with disabilities, there was a failure to recognise the increased vulnerability of disabled children, for example to child sex abuse.
- Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation.
- Racial harassment is often not seen as a child protection issue or as a factor in neighbours maliciously reporting concerns.
- Women are more likely to report, consult for and be diagnosed with depression and anxiety.
- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty (BESD).
- It is possible that depression and anxiety are under-diagnosed in men. Suicide is more common in men
- All forms of substance abuse are more common in men
- Alcohol disorders are twice as common in men, although binge drinking is increasing at a faster rate among young women

- Incidence rates of most sexually transmitted infections are rising, with the increase being greater in women than men.
- An estimated 66,000 women living in the UK have undergone female genital mutilation and 21,000 girls under 16 are currently at risk. (HO & WRC)
- In 2008 the Forced Marriage Unit received over 1600 calls to its helpline on suspected incidences of forced marriage. (HO)

Bullying & Discrimination

- Studies claim that at least **16 children commit suicide as a direct result of bullying** in the UK **every year**.
- In an Ofsted analysis of serious case reviews (April 2008 – March 2009) **10 out of the 25** children who died in the 11+ age group, committed suicide.
- There is a need to **educate children** about diversity from lower school level and to **teach young children not to stereotype and to respect differences**.
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled children and those with visible medical conditions can be twice as likely as their peers to become targets for bullying behaviour.
- Over 75% of 11-12 year old boys think it is acceptable that women get hit if they make men angry. More boys than girls of all ages believe that some women deserve to be hit.
- Close to 10,000 women are sexually assaulted and 2,000 women are raped every week. (British Crime Survey 2008)
- At least 32% of children, mostly girls, experience some form of child sexual abuse. (HO)
- Gypsy and Traveller children experience racist abuse on a daily basis (e.g. "dirty pikey") at school and in other settings, from children and adults in the settled community, making them reluctant to attend.
- 98% of young gay people hear the frequent use of homophobic language ("that's so gay", "poof", "dyke", "queer" "bender")
- 50% of teachers fail to respond to the use of homophobic language.
- 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools
- One third of young lesbian, gay, bisexual or Transgender young people have self harmed
- 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result
- Over three in five young lesbian and gay people feel that there is neither an adult at home nor at school who they can talk to about being gay
- In any school of 1,000 pupils there are likely to be 6 who will have transgender experience at some point in their lives. Trans people are susceptible to depression and at risk of suicide. 33% of Trans Adults in the UK attempt suicide at least once. This is considerably higher than the risk in many other groups and

should serve to underline that Trans people would not subject themselves to such experiences unless, for them, there was no better option.

Appendix 5

First Aid and Administration of Medication

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

Health and Safety legislation places duties on all employers to ensure appropriate health and safety policies are in place and an appropriate person is appointed to take charge of first aid arrangements. Therefore all schools must have trained first aiders/appointed persons. Appropriate regard should be paid to current guidance:

- Managing medicine in schools and Early Years (Ref 1448 – 2005)
- DfES guidance for first aid in schools 1988
- [www.teachernet.gov.uk/whole school/health and safety/first aid](http://www.teachernet.gov.uk/whole-school/health-and-safety/first-aid)

Pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate (and with the permission of the parents as necessary) be encouraged to self administer medication or treatment including, for example any ointment, use of inhalers. Where possible the view of the relevant GP should be obtained.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the appropriate senior colleagues at the earliest opportunity. All administrations of medicine should be recorded. When administering first aid, staff should try to ensure that another adult is present or aware of the action being taken. Parents should always be informed when first aid has been administered.

This means that schools should:

- Ensure there are trained and named individuals to undertake first aid responsibilities.
- Ensure training is regularly monitored and updated.
- Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.
- Ensure that staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention.

This means that staff/adults should:

- Adhere to the school's safety policy (and policy for administering first aid or medication).
- Adhere to the school's intimate care policy.
- Make other staff aware of the task being undertaken.
- Comply with the necessary reporting requirements.
- Report and record any administration of first aid or training.
- Always act and be seen to act in the child's best interest.
- Ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.

- Explain to the child what is happening.
- Have regard to any health plan which is in place.

Sources of Reference for Safeguarding referred to in this Policy

Attendance Guidance Manual (In particular, section 5, vulnerable groups)
<http://www.schools.bedfordshire.gov.uk/im/ims/Attendance/index.htm>

Central Bedfordshire Council Ethical Handbook

[http://www.centralbedfordshire.gov.uk/modgov/Published/StdDataDocs/2/1/6/4/SD00004612/\\$EthicalHandbookComplete_v1.doc.pdf](http://www.centralbedfordshire.gov.uk/modgov/Published/StdDataDocs/2/1/6/4/SD00004612/$EthicalHandbookComplete_v1.doc.pdf)

Child in need procedures manual (2008) available on download from
<http://www.bedfordshirelscb.org.uk/publications.php>

Children Missing Education Procedures (2009)
<http://www.schools.bedfordshire.gov.uk/im/ims/Attendance/index.htm>

DCSF Guidance for Safer Working Practice for Adults who Work with Children and Young People

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311/>

e-Safeguarding: Creating Working procedures in Schools (2009) (Available via the Learning Platform) & http://www.northerngrid.org/nen/esg_audit/document.pdf

Learning lessons from serious case reviews: year 2; Ofsted (2009)
<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Learning-lessons-from-serious-case-reviews-year-2>

LSCB Inter agency Safeguarding Policy on Private Fostering (2007)

http://www.bedfordshirelscb.org.uk/pro_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf

LSCB Safeguarding Inter-Agency Procedures (2008) available on download from
<http://www.bedfordshirelscb.org.uk/publications.php>

LSCB Inter agency Safeguarding Policy on Private Fostering (2007)

http://www.bedfordshirelscb.org.uk/pro_files/microsoftword-privatefosteringpolicy-finaloct07agreed.pdf

Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns. (2010)

<http://www.bedfordshirelscb.org.uk/publications.php>

Safeguarding Children and Safer Recruitment in Education (2006 – though due for imminent update) available on download from
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04217-2006>

Use of Force Guidance (Short summary) DCSF (2010)

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