

Llangyfelach Primary School



Staff Induction & Training Booklet

Health & Safety
Human Resources

Contents:

1. Child Protection
2. Fire Safety: **FRA, EAP & NOP**
3. Alcohol and Substance Misuse
4. Asbestos Management
5. Confined Spaces
6. COSHH
7. Flammable Substances
8. Lone Working
9. Manual Handling
10. Skin Protection
11. Slips, Trips & Falls
12. Weill's Disease
13. Working at Heights
14. Lockdown Procedures
15. Absence & Sickness
16. Whistle Blowing
17. Leave of Absence
18. Registers and Attendance
19. Data Protection Procedures & GDPR
20. Acceptable Use of Technology
21. Safe use of Outdoor Gym
22. LPS Forest Schools Policy & Safety Protocols
23. Awareness Checklist

1. Child Protection

Designated Safeguarding Persons and Contacts

Designated Safeguarding Governor: Michelle Kidwell (Chair of Governors)

Designated Safeguarding Person (DSP): Lee Burnell (Headteacher)

Deputy Designated Safeguarding Person (DSP): Claire Bate (Deputy Headteacher)

Safeguarding Assistant Officer: Christopher Williams (Assistant Headteacher)

Health and Wellbeing Lead: Miss Carly Gaffney (ALNCo)

LA Designated Officer: Lisa Collins (01792) 637148/07827 822700

Social Services Referrals (01792) 635700

Out of Hours Referrals (01792) 775501

Llangyfelach Primary School fully recognises the contribution it makes to safeguarding and child protection.

There are three main elements to our policy:

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

Our policy applies to **all** staff, governors and volunteers working in the school.

Our school will annually review the policy and is committed to following any new guidance.

Safeguarding Statement:

The Governors and staff of Llangyfelach Primary School are fully committed to adhering to section 175 of the Education Act, 2002, which requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children. The Governing Body of Llangyfelach Primary School responds to the objective of keeping children and young people safe by:

- creating and maintaining a safe learning environment for children and young people;
- identifying where there are child wellbeing concerns and taking action to address them, where appropriate, in partnership with other agencies;
- ensuring that children are listened to if they are expressing concerns; and
- the development of children's understanding, awareness and resilience through the curriculum.

The Governing Body recognises that achieving this objective requires a system designed to:

- prevent unsuitable people from working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify incidents in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved in providing services for children and young people.

Governors and staff in Llangyfelach Primary School will work together with other agencies in order to achieve the above objective.

At Llangyfelach Primary School the health, safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that the school will provide a secure environment in which their children can flourish. The Governing Body and school staff, therefore, make every effort to ensure that this expectation becomes a reality. In order to do this, and acknowledging the scope of safeguarding, a wide range of measures and policies have been put in place including adopting the Wales Safeguarding Procedures and Keeping Learners Safe.

Llangyfelach Primary School recognises the value of early intervention and prevention services in order to safeguard and promote the wellbeing of children. We are committed to working collaboratively with families and early intervention services. It is essential that regular communication with families is maintained to identify, as early as possible, when other services may be able to offer support. The Governing Body and school staff will work with families to make appropriate and timely referrals for early intervention services.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils. At Llangyfelach Primary School we acknowledge our safeguarding responsibilities to prevent impairment of health and development of pupils and ensure they receive safe and effective care. This is why we ensure that safeguarding features throughout all our school policies and procedures.

In addition, the school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Confidentiality:

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the statutory agencies when a child is experiencing harm.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only

tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school.

Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Safeguarding Person (DSP) and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file or where electronic systems such as my concern are used, appropriate restrictions in place to ensure confidentiality.

Procedures:

These should be followed in the event of a child protection disclosure/concern.

We will follow the Wales Safeguarding Procedures that have been endorsed by West Glamorgan Safeguarding Board. The school will:

- Ensure it has a Designated Safeguarding Person (DSP) who has undertaken the appropriate training, including the Deputy DSP.
- Recognise the role of the DSP and arrange support and training at higher levels in accordance with their level of responsibility.
- Ensure every member of staff and every governor knows:
 - the name of the DSP and their role and the designated governor for child protection,
 - that they have an individual responsibility for reporting child protection concerns using the proper channels and within the timescales agreed within Wales Safeguarding Procedures,
 - how to take forward those concerns where the DSP is unavailable.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Ensure all staff undertake any agreed local authority child protection training relevant to their role.
- Provide a child protection briefing at least termly for all staff so that they know:
 - their personal responsibility,
 - the agreed local procedures,
 - the need to be vigilant in identifying cases of abuse,
 - how to support a child who discloses abuse,
 - any new child protection issues or changes in procedures.
- Notify local social services if:
 - a pupil on the child protection register is excluded either for a fixed term or permanently,
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).

- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- attend strategy meetings, initial/review child protection conferences and core groups (including the submission of written reports to the conferences).
- Contribute and be responsible for school actions within children's safety & care and support protection plans.
- Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately.
- Ensure all records are kept secure and in locked locations
- Adhere to the procedures set out in the Welsh Government guidance 'Keeping Learners Safe' 2015 and any revisions of the guidance.
- Ensure that safe recruitment and selection procedures are followed, and appropriate training is accessed.
- Designate a governor for child protection who will oversee the school child protection policy and practice.

Making a Report/Referral to Children's Services:

All child protection reports must be made via telephone in the 1st instance on:

01792 635700 (Swansea).

Your telephone report will be followed up within 24 hours on an Integrated Report/Referral form, this to be submitted via email to the Single Point of Contact/Integrated Information, Access & Advice Services:

singlepointofcontact@swansea.gov.uk (Swansea).

For concerns regarding a child who may be 'at risk' or in need of care and support a practitioner request form can be submitted without a prior telephone call. All SPOC reports/referrals will be screened and may be allocated for assessment or transferred to the Early Help Hub for discussion and consideration of the most appropriate offer of support.

For concerns outside of office hours e.g. parents evenings, trips away etc telephone contact can be made to the Emergency Duty Team (EDT) on 01639 895455 (NPT) or 01792 775501 (Swansea) and followed up with a written report form submitted to the SPOC / IIAA team within 24 hours. Should a social worker not be available on this number, a child protection concern must be passed directly to the police on 999. A child protection report must not be left until the next working day.

Definitions of Child Abuse, Protecting Children in Specific Circumstances:

The definitions of abuse are found in the Wales Safeguarding Procedures but can also be found for easy reference in Appendix C: Definitions and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse and we have specific child protection duties and responsibilities in relation to these. The specific circumstances are outlined in more details in Chapter 4 of the Welsh Government Keeping Learners Safe 2020 statutory guidance.

Dealing with a Disclosure Made by a Pupil:

Receive

- Listen carefully to what is being said, without displaying shock or disbelief. Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

Reassure

Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".

- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

React

- You can ask questions and may need to in certain instances. However, this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.
- Do not criticise the perpetrator as the pupil may still have a positive emotional attachment to this person.
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into adult terminology or try to make sense of the structure of what was said. Do not be offended by any offensive language or words used to describe the abuse.
- Ensure your name, the time and date are on your notes and do not destroy them in case they are required by a court.
- If you are able to do so, then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations or assumptions.

Final Steps

- Once you have followed the above guidelines, pass the information on immediately to the DSP. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.

Managing Allegations Against Adults who work with Children:

In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must **immediately** pass details of the concern to the Headteacher or in their absence a member of staff with Headteacher responsibilities. The Headteacher will then contact the LA Education Safeguarding Officer on 01792 637148/07827 822700 to discuss the next steps in accordance with local arrangements.

If a potential child protection allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the Chair of Governors or the LA Education Safeguarding Officer on:

01792 637148/07827 822700.

If the Chair of Governors receives the report they will then contact the LA Education Safeguarding Officer on:

01792 637148/07827 822700.

In addition, the local the Social Services SPOC team, **01792 635700** will be able to advise when these situations arise.

Abuse of position of trust

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child. (**See Appendix D – Abuse of Trust**)

Supporting the Child at Risk:

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- taking all suspicions and disclosures seriously,
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest,
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety,
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies,
- keeping records and notifying Social Services as soon as there is a recurrence of a concern,
- storing records securely,
- offering details of helplines, counselling or other avenues of external support,

- cooperating fully with relevant statutory agencies,
- providing nurture and wellbeing support in accordance with our individual wellbeing strategy.

The content of the curriculum encourages self-esteem and self-motivation as outlined in Chapter 2 of the Welsh Government 'Keeping Learners Safe 2020' Statutory guidance.

- Promote a positive, supportive and secure environment.
- Give pupils a sense of being valued.

The school will support positive behaviour strategies aimed at supporting vulnerable pupils in the school; we recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and does not feel blamed for any abuse which has occurred:

- All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.
- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services as well as early intervention and prevention services (Early Help Hubs).

When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the DSP will make immediate contact with the DSP in the new school in order to inform them that the child is on the Child Protection register. If the pupil is moving in to the area from another local authority, the Care and Support Protection Plan Coordinator (Social Worker) will inform the relevant local authority and request a transfer in conference within 3 days. The DSP must share all child protection records held by the school with the receiving DSP in accordance with Welsh Government Circular 10/2006.

Use of Physical Intervention

Our policy on physical intervention is set out in our Positive and Behaviour and Discipline Policy and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013.

Violence Against Women, Domestic Abuse & Sexual Violence (VAWDASV)/Operation Encompass

Llangyfelach Primary School are aware of the domestic abuse legislation in Wales – Violence Against Women, Domestic Abuse & Sexual Violence (Wales) Act 2015 as well as the Home Office guidance under the Domestic Abuse Act 2021 where children living with domestic abuse should be considered victims. We recognise that pupils living in domestically abusive situations are likely to be suffering trauma, may be feeling scared or nervous and are less likely to achieve in the same way as pupils not living in such circumstances. Our

school is committed to responding to such pupils with child protection and safeguarding policies in mind.

Llangyfelach Primary School works closely with South Wales Police officers to respond to pupils who may have experienced domestic abuse at home under Operation Encompass processes. If police officers attend a dwelling where domestic abuse is identified, and children are in attendance or recorded as living at the address they will submit an operation encompass report to the child's school the following morning. The report contains details of the alleged perpetrator and victim alongside a brief summary of the reason for police contact. The purpose of this report is to allow schools to understand why pupils may be feeling worried and or low and provide appropriate wellbeing and nurture support at the time when it is most needed.

Appendix C: Definitions and indicators of child abuse

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails 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 a stranger. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

Everybody should:

- be alert to potential indicators of harm, abuse and neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare
- Continue to support the child and their family.

Classifications of Abuse:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Financial abuse

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a

child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

Indicators of Physical Abuse:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Sexual Abuse:

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.

Indicators of Sexual Abuse:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares

- running away from home sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Emotional Abuse:

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child.

Indicators of Emotional Abuse:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Changes in behaviour which can also indicate neglect may include:

- extremes of passivity or aggression
- overreaction to mistakes
- self-depreciation ('I'm stupid, ugly, worthless, etc')
- inappropriate response to pain ('I deserve this')

Neglect:

Neglect is the 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); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Financial Abuse:

Includes:

- having money or other property stolen;
- being defrauded
- being put under pressure in relation to money or other property
- having money or other property misused
- not meeting their needs for care and support which are provided through direct payments
- complaints that personal property is missing

Appendix D: Abuse of Trust

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution.

The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

2. Fire Safety

Llangyfelach Primary School and Wraparound have developed a procedure to follow in the event of a fire within the premises or within close proximity of the premises, which is designed to ensure the safe evacuation of all the children, staff, families and visitors.

The Fire Evacuation Procedure is displayed in the foyer, kitchen, staff room, staff toilets and in each of the classrooms. The provision has the required regulation extinguishers and fire blankets installed throughout the premises. Staff are regularly provided with fire training. The fire evacuation procedure is practiced regularly and at least once per term.

Procedure:

UPON DISCOVERY or NOTIFICATION OF FIRE – SOUND FIRE ALARM USING BREAK GLASS POINTS!

Qualified staff in each room with help from assistants shall:

- ✓ Immediately move all children from the building of the emergency to the external evacuation assembly point (**TOP YARD**)
- ✓ Take **Fire Registers**, gate keys and collect any emergency medication e.g. Epi Pens, asthma medication, etc for children in attendance.
- ✓ Staff to carry Red / Green register cards with absent children marked on. Green signals a successful evacuation. Red signals missing children / staff. Missing persons to be reported to Fire Marshall immediately.
- ✓ **DO NOT** collect children's belongings or put shoes on etc, our priority is to exit the building with the children safely.
- ✓ Staff are to check that all areas of the **room** are empty before leaving.
- ✓ Ensure that family members and visitors within your room follow your direction to evacuate with your group to the designated assembly point.
- ✓ Once assembled at the external evacuation assembly point, mark off each child in your care once you have accounted for them, on the Fire Register.
- ✓ Ensure all staff is accounted for.

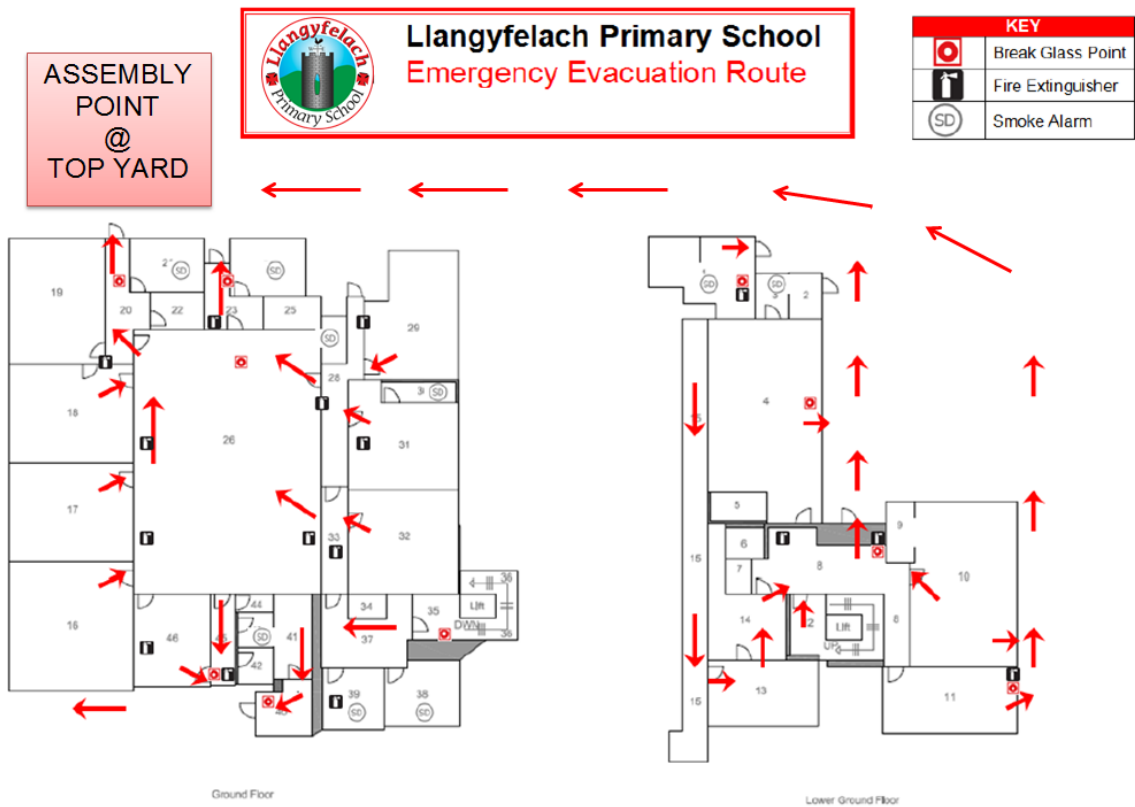
The Cook Shall:

- ✓ Turn off stove/oven and appliances
- ✓ Close door when leaving area
- ✓ Head straight for assembly point

The Person in Charge or Office staff shall:

- ✓ Call the fire brigade "999"
- ✓ Collect staff and visitor sign in/out sheets
- ✓ Take mobile phone to assembly point.
- ✓ Check numbers of children and staff in attendance and inform parents of the emergency- using 'Parent Call' texting service.
- ✓ Take further instructions as recommended by the Fire Brigade.

Remember to remain calm and do not give sense of panic, reassure the children and alert the fire brigade if any children or staff are missing.



1. Prevent fires by separating sources of ignition from combustible materials.
2. Keep emergency routes and exit doors clear from obstructions at all times.
3. Know what to do in the event of a fire. NEVER put yourself at risk.
4. Don't overload electrical sockets and supplies.
5. Switch off electrical equipment when not in use.
6. Never tamper with fire safety equipment e.g. extinguishers, alarms, hose reels, emergency call points etc.
7. Control "hot work" activities e.g. Welding, Grinding, Plumbing.

Please refer to:

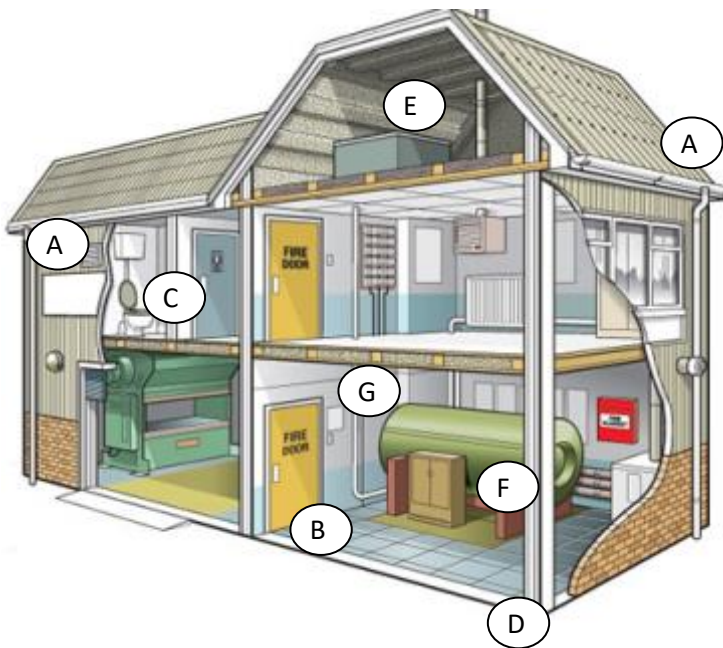
- LPS Fire Risk Assessment – Main Office
- LPS NOP – Visitors Section of LPS Website
- LPS EAP - Visitors Section of LPS Website

3. Alcohol and Substance Misuse

1. The use of alcohol and drugs can severely affect your ability to work and will put you and others in danger whilst at work.
2. If you suspect someone at work is under the influence of alcohol or drugs, report it to your Supervisor immediately. It may save a life!
3. If you think you have an alcohol or drug related problem, seek help and advice from your GP or contact the Occupational Health Unit at the Guildhall.
4. Drinking excessively can cause long term health problems.
5. Drinking or using drugs before or during your workday makes you unsafe to drive, operate machinery, work at height, and many other activities.
6. If you are found to be under the influence of drugs or alcohol whilst at work you could face disciplinary action being taken against you.
7. Drinking Black Coffee to sober up is a myth!

4 Asbestos

1. Asbestos is a naturally occurring mineral used extensively in industry up to the year 2000.
2. Can be found for example in Insulation materials, Asbestos cement roofing sheets, Vinyl floor tiles, Electrical fuse boards and textured coatings.
3. Asbestos in good condition and undisturbed poses no risk to health
4. When disturbed it can break down, splitting into smaller sharp fibres that can be inhaled and lodge in the lungs
5. Three most common types of asbestos found are:
 - a. Chrysotile ('white asbestos')
 - b. Amosite ('brown asbestos')
 - c. Crocidolite ('blue asbestos')
6. All types of asbestos are classified as Carcinogenic
7. It is a legal requirement to manage work activities involving Asbestos Containing Materials (ACMs) – Follow your risk assessment controls.
8. If you suspect ACMs, STOP work and contact your Supervisor immediately.



Where can I find asbestos?

- A. Asbestos cement products
- B. Asbestos insulation boards
- C. Textured coatings
- D. Floor tiles and composites
- E. Sprayed coatings on ceilings, walls, and beams / columns
- F. Lagging
- G. Loose insulation in ceiling or floor voids

5 Confined Spaces

1. Confined spaces can include cellars, pits, tanks, drains, manholes, sewers, ducts, attics and even some types of excavation where natural ventilation may be poor, or anywhere where there is a potential for sudden ingress of fumes, solids, liquids or where there is a potential for oxygen deficiency or enrichment etc.
2. Where possible, avoid entering a confined space and seek to complete work by other means in the first instance.
3. Do not enter a confined space until the risks have been assessed and suitable controls put in place.
4. Some confined spaces may be assessed as high risk, and will require a higher level of control that may include a permit to work.
5. Hazards of working in a confined space can include; Suffocation, Toxic or Flammable atmosphere or a risk of drowning.
6. Always follow the control measures identified in your Risk Assessment and/or permit to work.
7. Always ensure there are suitable access/egress, lighting and ventilation and procedures for first aid and emergency evacuation.
8. **IF IN DOUBT—STAY OUT!**

6 Control of Substances Hazardous to Health (COSHH)

1. Hazardous substances can be found in various forms including liquids, fumes, dust, vapours, mist, fibres or biological agents.
2. Hazardous substances can enter the body via the following means: -
 - Inhalation
 - Absorption
 - Ingestion
 - Injection
3. Related illnesses include; skin disorders, breathing problems, headaches, vomiting, and longer term illnesses, even cancer.
4. You should be aware of substances you use in your work that may be hazardous, and how you may become exposed to them.
5. Read the labels on containers, if it is hazardous it will include a warning sign.



6. Never decant substances into unlabelled containers. By doing so, there will be no way of identifying the contents.
7. A "COSHH" assessment must be carried out before hazardous substances are used. Always follow the control measures in the COSHH assessment
8. Ensure you maintain good hygiene standards. Wash your hands before eating, smoking or using the toilet.
9. Always report suspect symptoms to your supervisor.

7 Highly Flammable Liquids

1. Highly Flammable Liquids (HFL's) can include; petrol, solvents and petroleum based adhesives. They carry with them the risk of fire serious incidents and injury.
2. Check the labels on liquid containers before you use them.
3. Keep quantities of flammable liquids in your workplace to a minimum.
4. Store HFLs in appropriate and labelled containers, and away from potential ignition sources.
5. DO NOT carry out hot work activities or smoke in the vicinity of HFLs.
6. Prevent potential ignition sources in vicinity of HFLs and use only in well ventilated areas.
7. Follow Risk Assessment and COSHH Assessment control measures when carrying out activities involving HFLs.

Notice

- Teaching and Non-Teaching Support staff would not be required to use any of these liquids.

8 Lone Working

At LPS we have a strict Lone Working Policy – it does not happen unless there are extenuating circumstances. However, if on the rare occasion lone working on site is required:

1. Notify your Supervisor of your location and estimated time of finishing.
2. If you are working outside normal hours, then let your Supervisor or nominated contact know when you have finished work.
3. Walk away from any abusive or aggressive behaviour levied towards you, DO NOT get involved in arguments.
4. Use control systems that are made available to you. (Mobile phones or Lone working IT systems if used).
5. Plan your visit - refer to available information before visiting premises alone. (E.g. Job cards, etc.)
6. Always follow the control measures contained within your Risk Assessments.
7. Never enter a confined space if working alone.
8. Use appropriate access equipment for your activity.
9. If you are operating machinery, ensure that you are aware of any specific control measures and adhere to them.
10. If you have any doubt about your safety, STOP and report back to your Supervisor.

9 Manual Handling

1. A Manual Handling Operation is any transporting or supporting of a load, including the lifting, lowering, putting down, pushing, pulling, carrying or moving, by hand or by bodily force using physical effort.
2. The primary aim is to eliminate manual handling as far as reasonably practicable using mechanical handling equipment.
3. A manual handling risk assessment must be carried out for all significant manual handling tasks.
4. Ensure that you have had manual handling training which is updated in accordance with the Welsh Local Government Association (WLGA) Manual Handling Passport Scheme.

10 Skin Protection – Working Outdoors

1. The sun's harmful Ultra Violet (UV) rays can be damaging to your skin.
2. Take the correct precautions to protect your skin against damage.
3. Wear the correct clothing and PPE appropriate to your activity. Keep your skin covered up to avoid getting burned.
4. Use sun protection cream when exposed to direct sunlight.
5. Drink plenty of water and fluid to avoid dehydration.
6. Take shelter in a shaded area at peak times of the day.
7. Check your skin regularly and report any concerns, such as a mole or spot that is changing size or colour to your Supervisor or Doctor
8. Follow the control measures set out in your risk assessments.

11 Slips, Trips, Falls & Housekeeping

1. Be aware of your surroundings and work environment. Make your workplace safe before you start!
2. Never walk past a hazard, remove it or report it to your Supervisor.
3. Store your tools, equipment and materials safely.
4. Keep your work area clean.
5. Ensure trailing cables are routed safely and not left as a trip hazard.
6. Never obstruct walkways with materials, waste or equipment.
7. Wear suitable footwear for your activity and environment.
8. Take care when getting in and out of vehicles

12 - Weil's Disease:

1. Weil's disease is transmitted via the urine of rats and can be found in attics, basements, near water courses, refuse bins and skips, and anywhere waste has been allowed to build up.
2. Weil's disease (Leptospirosis) can be transmitted to humans through absorption through cuts and wounds, or ingestion by contaminating your food or putting contaminated fingers etc. into the mouth.
3. The signs and symptoms of Weil's disease are similar to flu.
4. Always practice good hygiene standards whilst at work.
5. Keep your workplace clean and free from rubbish and waste foodstuff.
6. Always make sure that cuts are properly protected with waterproof dressings and the correct types of glove are worn.
7. Always follow the control measures set out in risk assessments relevant to your activities.

13 - Working at Height

1. Work at height is any work situation where a person can fall from one level to another.
2. Falling from height is a major cause of fatalities and serious injuries in the construction industry.
3. All accidents resulting from work at height are preventable.
4. Work at height should be avoided wherever practicable; otherwise a safe system of access must be used.
5. Work at height activities must be risk assessed and suitable control measures implemented to reduce the risk.
6. Always use the correct access equipment for the activity being carried out.
7. Never work on a fragile roof surface unless suitable controls are in place.
8. Ladders and stepladders should be used for short duration work only.
9. Do not operate mobile elevating work platforms unless trained to do so.
10. Mobile, aluminium scaffolds must be erected under the supervision of a suitably qualified person i.e. PASMA trained.
11. If you have any concerns regarding work at height, discuss with your supervisor before starting.

14 - Lockdown Procedures

Rationale

The purpose of this plan is to minimise the impact of crises on children, parents/carers, governors and our community in the event of an emergency. This will enable all of our community to move into action proactively in making decisions, clarifying the emergency and communicating with relevant and appropriate bodies. Governors will review this planning policy annually with advice from the senior leadership group. This plan is developed in conjunction with the business continuity plan.

There may be extremely rare circumstances when the school needs to 'lock down' in a definable hostile or threatening situation. Lock down is defined by NaCTSO (National Counter Terrorism Security Office) as:

“Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger...”

Staff will not independently decide that the lock down situation has ended. The ending of the lockdown will be decided by the Headteacher and staff will be contacted via the phone pyramid to update them.

The policy and procedures will be reviewed every 2 years or after an incident is logged (See Appendix A). This review will include all representatives of SLT, nominated teaching staff and other stakeholders if required.

Emergency/Disaster contingency planning and guidance

Schools should be able to respond immediately to potential critical incidents. Health and Safety checks through our policies and procedures, combined with relevant, up-to-date and tested evacuation procedures assist the school in responding to situations. However, the school must be able to respond to unexpected situations in a co-ordinated and effective way. A lockdown should be initiated when a situation arises that requires the isolation (rather than evacuation) of staff and students from an identified threat.

After an incident

The school must complete an incident log (Appendix A) following an incident leading to lockdown. This must include full SLT involvement. This must be completed within 24 hours of the incident to ensure clarity of detail. Action points must be noted as a result of evaluation and completed within the agreed timescale. A copy of this incidence form must be sent to Corporate Health, Safety and Wellbeing Service healthandsafety@swansea.gov.uk and the Director of Education.

Threats to the safety of individuals on this site include;

- ❖ Violence and assault caused by any person
- ❖ Intentional destruction or vandalism or accidental damage to all or part of the school/site
- ❖ Siege/hostage incident
- ❖ Civil disturbances and terrorism
- ❖ Dangerous Animals
- ❖ A criminal act where weapons are used
- ❖ Lightning/Severe weather
- ❖ External circumstances as advised by police or another agency

A lockdown procedure may involve part or whole of the school. Llangyfelach Primary School will respond to these issues with the use of a Lock Down Procedure (LDP).

Instant Response to All Emergencies

It is essential that the response to any emergency is timely, consistent, professional and coordinated in a way that minimises the impact to all members of our community. The response to emergencies will be dependent on the nature of the critical incident. In the event of a lock down the responsible person will alert staff through one long blast of the whistle. Communication will also be used through telephoning the classrooms if possible.

1. A potential fire/bomb threat where immediate evacuation of the buildings is required in line with the school's EAP procedures or
2. The need for a 'lock down' where immediate containment of all people within the building is required

The receipt of relevant information will be the prompt for the school instigating the lock down procedures'. On that basis, the following procedure will be adopted in the event of any self-declared or informed emergency:

1. The Headteacher (Deputy Headteacher in their absence) will declare a **CODE RED**, and where appropriate, dial 999 and request the appropriate emergency services that will be required. In the event that the Headteacher or Deputy Headteacher is absent, this will be the senior staff member at the school.
2. The Headteacher will summon all/relevant members of SLT (Claire Bate & Christopher Williams) immediately to the office as an initial response to the emergency.
3. SLT will take specific responsibility for key aspects of the emergency response as:
 - **Headteacher** – overall co-ordination of the response in dealings with pupils and staff; and providing timely information, the chair of governors, CEO and School Governor Unit, of the emergency
 - **Deputy Headteacher** – To carry out instructions of the Head Teacher and delegate immediate response from all members of staff
 - **All Teachers** - to timely respond to instructions ensuring all pupils are accounted for and remain safe
 - **Admin Staff** – timely communication to emergency services, ensuring all phone lines are made available
4. Depending on the circumstances, critical incident will be co-ordinated from a designated area that is deemed safe. In the event of an evacuation of the school, the incident will be co-ordinated from a place designated by emergency services.
5. All media responses and other public communications must be co-ordinated through the LA through Rhodri Jones.
6. All staff will familiarise themselves with these procedures, a copy of which will be held in every classroom, Headteacher's office and admin office.

Lock Down Procedure Management File

To include:

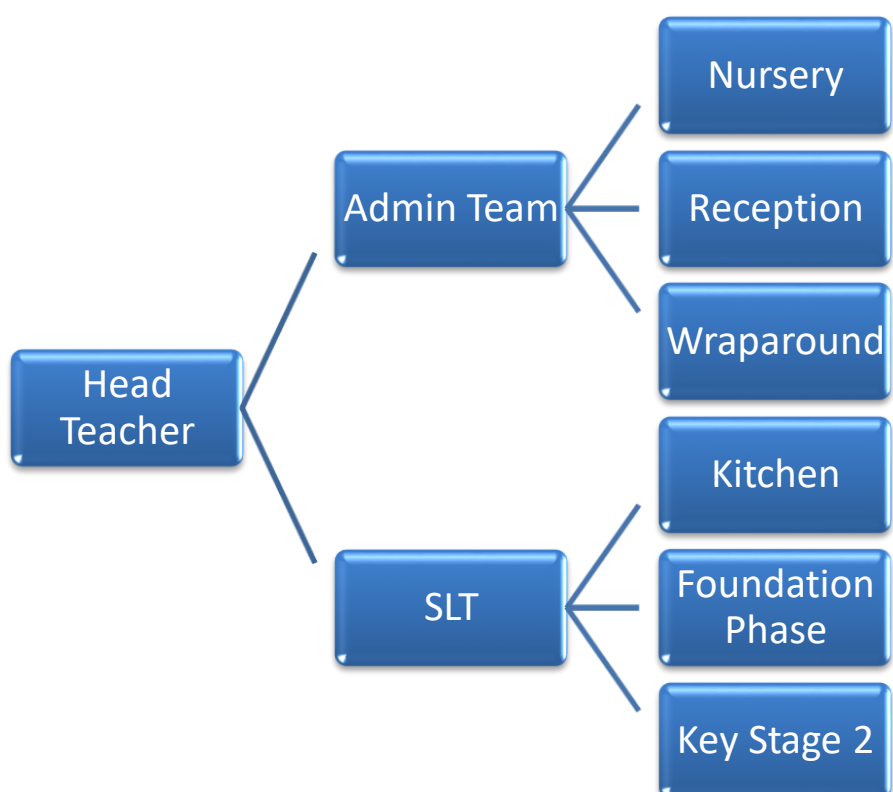
- Business Continuity Plan - Including revised communication structure.
- Incident logs (Appendix A)
- Site plans of the school
- Emergency isolation points for main services ie. Gas, Oil, Electricity, Water
- Communication details of local media contacts
- Website information
- Staff, student and governor emergency contact list

In case of emergency where access to the above is restricted, a copy of this file will be held electronically on HWB under health and safety/emergency plan.

LOCK DOWN PROCEDURES

Code	Security Level	Communication
Code Green	<ul style="list-style-type: none"> Lock down is concluded School is safe 	<ul style="list-style-type: none"> SLT to Staff
Code Amber	<ul style="list-style-type: none"> Prepare for building or area lockdown 	<ul style="list-style-type: none"> SLT to Staff
Code Red	<ul style="list-style-type: none"> Implement lock down procedures - immediate effect 	<ul style="list-style-type: none"> SLT to Staff
Head Teacher	<ul style="list-style-type: none"> Initiate CODE RED for lockdown of full or partial school. Ensure Admin Team has contacted the relevant emergency services. Identify designated area as communication point. Deal with given situation if appropriate. Communication to senior LA Officers. 	
DH Teacher/SMT	<ul style="list-style-type: none"> To take lead on classroom security or Main Hall Security. SLT, if possible, to assemble at designated communication area. If safe to do so, double check all exit doors. 	
School Admin	<ul style="list-style-type: none"> Initiate CODE RED for lockdown of full or partial school. Contact appropriate emergency services. Ensure phone lines are free. Relay any relevant information from classrooms/Wraparound to HT. 	
Teachers/TAs	<ul style="list-style-type: none"> On notification of CODE RED ensure all pupils remain or are brought into the classrooms or Main Hall if safer. Ensure every child in class is accounted for. Notify SLT of any children unaccounted for. Notify any staff unaware of the CODE RED. Ensure all doors and windows are locked. Ensure blinds are closed. Maintain a free phone line. Maintain a calm atmosphere. If any child with medical needs becomes unwell, notify SLT and await instruction. Ensure personal mobile phones are turned to vibrate. Move children away from windows. Sit children quietly on the carpet or main hall floor. Await further instruction. 	
Kitchen Staff	<ul style="list-style-type: none"> On notification of a CODE RED lock all available doors and windows. Isolate all kitchen equipment. Keep children calm. If any child with medical needs becomes unwell, notify SLT and await instruction. Await further instructions. 	
Persons away from Class e.g. play, lunchtime, Eco Ed	<ul style="list-style-type: none"> Children, staff or visitors not in class for any reason will proceed to the nearest area of safety within the school building if safe to do so. Inform SLT as soon as possible. If staff are aware of a given situation that poses significant risk to pupils they must blow one long blast on the whistle to alert other staff members of a CODE RED. Walk children to the safety of the nearest school entrance via the safest route. Head Teacher to initiate CODE RED procedures. 	

LPS Internal Communication Structure



15 - Management of Sickness

As far as possible the causes of sickness should be ascertained at the earliest opportunity with a view to devising a strategy for support. **All sickness** will be deemed genuine unless there is evidence to the contrary, in which case the matter will be dealt with in accordance with the School/LEA's Disciplinary Policy.

Employees should:

- Attend work unless unfit to do so.
- If they believe specific issues relating to their job are making them ill or contributing to their illness, they should raise their concern with their Headteacher/Line Manager at the earliest instance.
- Report sickness absences promptly, in accordance with the procedures laid down in this policy.
- Ensure that the appropriate certifications are completed, in accordance with the procedure.
- Maintain contact with their Headteacher/Line Manager during periods of sickness absence as required.
- Be prepared to discuss openly with the Headteacher/Line Manager their sickness absence with a view to improvement.
- Where appropriate, co-operate fully with the LEAs/Schools Medical Advisers.
- Ensure that medical advice and treatment, where appropriate are received as quickly as possible in order to facilitate a return to work.

Employees are reminded of special leave of absence, maternity, paternity and parental leave provisions which are available to accommodate a range of circumstances which may necessitate absence from work for reasons other than sickness.

For service delivery to be maintained, it is essential for the Headteacher/Line Manager to know when an employee is unable to attend work due to illness. Failure to inform the Headteacher/Line Manager of absence may lead to the absence from work being considered as unauthorised and appropriate action being taken.

The following procedure applies to all school employees.

Notification:

- The employee must (unless exceptional circumstances prevail) telephone their Headteacher/Line Manager no later than 8.00am on the first day of absence, before they are due to begin work. If the Headteacher/Line Manager is unavailable, the employee should speak to the person nominated by the Headteacher/Line Manager to deal with sickness absence.
- The employee must provide the Headteacher/Line Manager with the nature of their illness or injury, their anticipated length of absence and if possible any work/class commitments that may need rearranging. Where the employee is unable to specify the anticipated length of illness, regular contact should be maintained.

- If the employee believes that their absence may have been caused by something that happened at work, they should inform the Headteacher/Line Manager.
- Exceptionally, if the employee is unable to telephone in person, they should if possible, arrange for someone else to telephone on their behalf, in accordance with 1.1 and 1.2 above. The employee must make direct contact with the Headteacher/Line Manager as soon as possible thereafter.
- If there has been no contact since day 1 of absence, employees should contact their Headteacher/Line Manager on the 4th day of continual absence to keep them up to date on their illness.
- Where an employee is in work and complains to their Headteacher/Line Manager of feeling unwell, if they have been in work for most of the morning, and then go home the sickness should be recorded as a half day absence.

Certification:

- Every absence must be certified to ensure prompt and correct payment of contractual and statutory sick pay and to ensure that accurate records are maintained. Up to the first 7 days (including weekends) of absence this certification will be via a Self-Certification.
- If the employee continues to be absent for more than 7 consecutive days (regardless of whether or not these are working days), they must consult a doctor and obtain a medical certificate, which must be forwarded immediately to the Headteacher/Line Manager. Failure to do so may result in the withdrawal of sick pay.
- It is a contractual requirement that payment of sick pay is dependent on the employee complying with the school's requirements to submit to a medical examination by the Council doctor, OH Advisor and OH Practitioner, subject to the provisions of the Access to Medical Reports Act 1988.
- If contemplating an early return prior to expiry date of the current sickness certificate, the employee must obtain a medical certificate confirming fitness to return to work and should give the school as much notice as possible of return.
- When an employee is absent from work due to sickness it is important that contact is maintained between the Headteacher/Line Manager and employee. Such contact should assist the Headteacher in reallocating work, maintaining service provision and minimising disruption to pupils' education. It should also assist in preventing the employee from feeling isolated, vulnerable or out of touch and assist the employer in discharging its duty of care.
- The employee and Headteacher/Line Manager must maintain regular telephone contact throughout periods of sickness absence.
- Where appropriate and where an employee is absent from work for more than 3 weeks, the Headteacher/Line Manager should arrange with the employee to visit them at home or a mutually agreed location. Thereafter, such visits should be arranged at appropriate intervals.

Absence Leading to Informal Stage:

Headteachers may, subject to their detailed knowledge of the case, wish to consider the need for personal interview with the employee either by themselves or an appropriate colleague. The purpose of this informal meeting is to discuss the absences, to outline expectations and to effect an improvement.

It is only following the above informal stage that consideration will be given to embarking on the formal procedure outlined below.

Formal Interview Procedure:

Where an individual's absence level meets one or more of the following trigger points and is a cause for concern, the Headteacher/Line Manager will interview the employee.

The School/LEA Trigger Points will be as follows:

- An employee accumulates 10 working days absence in the previous 12 months. This number of days should be pro rata for part time employees.
- An employee's absence shows a repetitive pattern e.g. absence at the same time every week or every term or every year; or immediately, preceding or following a period of holiday.
- Four periods of sickness absences occur within one year.
- An employee's overall sickness record seems unreasonable, including periods of longer term absences that may be related or unrelated but which are of an intermittent nature.

Stage 1: Initial Interview

The employee will be informed by letter of the date, time and location of the interview, the nature of the matter to be discussed, together with details of the individual's sickness record. The individual will have the right to be accompanied by a Trade Union representative or colleague. Officers of the Education Department will attend if requested. The date of the interview must be at least 7 days after the date of the letter. Where possible this date should be negotiated and agreed with all parties.

At the interview, some, or all, of the following will be discussed:

- absence record – explore the reasons of absence and what is the prognosis for the future
- consider areas of support such as reasonable adjustment, flexible working, further training etc.
- consider counselling or referral to Occupational Health Service, or other action such as seeking further medical opinion either by the employer or the employee
- set targets for improvement and review date. The review period should be sufficient for the employee to show a sustained improvement in attendance. This period would normally be up to 12 months.
- caution employee that current level of sickness absence is giving concern and advise that if the absence levels do not improve, their employment could be at risk
- the Headteacher/Line Manager will write to the employee within 7 working days of the meeting, confirming the points discussed and the outcome including targets set and review date.

Stage 2: Final Interview

If there is an insufficient improvement to the employee's sickness absence record, a final interview will be convened by the Headteacher/Line Manager in accordance with Stage 1 above. (6.2.1)

The purpose of this meeting will be to:

- review sickness absence to date
- reaffirm the issues discussed at previous meetings
- identify support if appropriate
- set further targets for improvement with review date
- caution employee that current level of sickness continues to give concern and is unacceptable
- discuss alternative working practices e.g. reduction of hours
- advise that if there is insufficient improvement, the matter will be referred to the Dismissal Committee of the Governing Body in order for them to consider the employees continued employment
- Headteacher/Line Manager will write to the employee within 7 working days of the meeting, confirming the points discussed and the outcome.

Stage 3: Governing Body Hearing

If on review, an employee's absence level continues to be unacceptable, the Headteacher should refer the matter to the Governing Body Dismissal Committee. Only the Governing Body may decide to terminate the employment of a member of staff.

**Please refer to the LPS Management of Absence Policy for further details =
LPS Website**

16 - Whistle Blowing

This policy covers whistleblowing relating to alleged:

- Unlawful conduct
- Miscarriages of justice in the conduct of statutory or other processes
- Failure to comply with a statutory or legal obligation
- Potential maladministration, misconduct or malpractice
- Health and safety issues including risks to the public as well as risks to pupils and members of staff
- Action that has caused or is likely to cause danger to the environment
- Abuse of authority
- Unauthorised use of public or other funds
- Fraud or corruption
- Breaches of financial regulations or policies
- Mistreatment of any person
- Action that has caused or is likely to cause physical danger to any person or risk serious damage to school property
- Sexual, physical or emotional abuse of members of staff or pupils
- Unfair discrimination or favouritism
- Racist incidents or acts, or racial harassment and
- Any attempt to prevent disclosure of any of the issues listed

Confidentiality:

The governing body recognises that members of staff may want to raise concerns in confidence and will do its utmost to protect the identity of members of staff who raise a concern and do not want their name disclosed.

However, investigation into the concern could reveal the source of the information; and statements may be required from the member of staff as part of the evidence, which would be seen by all parties involved. If the investigation leads to prosecution and the whistleblower is likely to be called in to give evidence in court.

The governing body will not place members of staff under pressure to give their name and will give due consideration to proceeding with investigating the concern on the basis of an anonymous allegation.

Anonymous Allegations:

Staff should put their name to allegations whenever possible – anonymous concerns are much less powerful. Nonetheless anonymous allegations will be considered under this whistleblowing procedure especially concerns raised relating to the welfare of children. In relation to determining whether an anonymous allegation will be taken forward the governing body will take the following factors into account:

- the seriousness of the issue raised
- the credibility of the concern
- the likelihood of confirming the allegation from attributable sources, and obtaining information provided.

Untrue and Malicious/Vexatious Allegations:

If a member of staff makes an allegation in good faith but it is not confirmed by further inquiry the matter will be closed and no further action taken. If, however, the inquiry shows that untrue allegations were malicious and/or vexatious or made for personal gain then the governing body will consider taking disciplinary action against the member of staff.

Procedure for Making a Whistleblowing Allegation:

You should raise your concern with your line manager, the Headteacher or the Chair of governors. The person to be approached depends to an extent on the seriousness and sensitivity of the issue and who is thought to be involved.

If possible put your concern in writing for the avoidance of doubt. You should set out the background and history of the concern; giving names, dates and places where possible, and explaining the reason for your concerns. If you feel unable to put the matter in writing you can still raise your concern verbally and should telephone or arrange to meet the appropriate person. You can also ask your trade union or professional association to raise the matter on your behalf or to support you in raising the concern.

Taking the Matter Further:

If no action is to be taken and/or you are not satisfied with the way the matter has been dealt with, you can make a complaint under the governing body's complaints procedure or raise your concerns with other organisations as listed below:

- Local Authority – Pupil & Governor Unit
- Relevant professional body or regulatory organisation such as the General Teaching Council for Wales (GTCW) or the Wales Audit Office
- the Children's Commissioner for Wales
- the Care and Social Services Inspectorate for Wales
- a solicitor
- a trade union or professional association
- Public Concern at Work (an independent charity that provides free advice for persons who wish to express concern about fraud and other serious malpractice (telephone 0207 404 6609 or www.pcaw.co.uk).

17 - Leave of Absence

The following indicate the circumstances under which consideration will be given to applications from staff for leave of absence for reasons other than illness, injury or other disability. Whilst every circumstance cannot be covered by this policy, each request should be considered in a reasonable and/or compassionate manner. Such consideration will be subject to:

- a) Applications being submitted to Heads of Establishments in sufficient time to permit any rearrangement that may be necessary at the school during absence.
- b) The Head of Establishment being satisfied that, during the proposed absence suitable arrangements can be made for the operation of the school.

Accordingly, except in special circumstances, application should be made to the Head of Establishment at least seven days before the date of absence and, to assist in dealing with the request, it is essential that full supporting details are provided. It should be noted that the granting of leave of absence (with or without salary) is not a right and is discretionary. All reasonable requests will be given proper consideration in light of service delivery.

Leave of Absence – With Salary:

Consideration will be given, under this heading, to applications that fall within the following categories:

- Personal Medical Appointments
- Family Medical Appointments
- Emergency situations involving the illness of a parent, spouse or child normally up to a period of a day

- Family bereavements and funerals
- Attendance, as a juror or witness, at a Court of Law
- Attending interviews for posts within local education authorities
- Attendance at Degree ceremonies or at the presentation of a National Honour, if personal to the teacher, spouse or children
- Sitting examinations intended to improve a teacher's professional qualifications
- For more examples please refer to LOA Policy on LPS Website

Leave of Absence – Without Pay:

The following conditions shall apply when considering requests for leave of absence without salary:

- Indefinite leave of absence shall not be granted
- Absence for a whole school session morning or afternoon shall mean the loss of a half day's pay,
- Absence for a part-session shall mean loss of salary assessed in quarter-hour units and related to the twenty-two units which, for the purpose of this schedule, are taken to comprise a school day. Such part-session loss of salary shall not exceed the loss of a half-day's pay
- There shall be no entitlement to sick pay allowances during any period of leave of absence without salary
- Please examples please refer to LOA Policy on LPS Website for examples.

Absence due to Severe Weather:

Where it proves impossible to attend the normal place of work, such absences will be regarded as being with pay, where the teacher has notified the school and has made every reasonable attempt to attend his/her workplace. Where the school has been closed due to inclement weather and the staff sent home then salary is payable.

18 - Registers & Attendance

To ensure accuracy and consistency, all pupils' attendance marks are registered electronically via the Capita School Information Management System (SIMS).

Pupils are registered at the beginning of the morning and afternoon session.

Teachers are required to record present or absent against each pupil's name. Absence marks must be followed up with the appropriate code being added once the reason for absence has been ascertained (see below).

The individual schools, upon investigating incidents of absence, use the following codes as set out by the Welsh Government Guidance on School Attendance Codes 2010:

It is an illegal act to falsify registers and is a serious disciplinary issue. Additionally, this offence is finable of up to £5000 if found guilty.

B Educated off-site	Approved Educational Activity
C Other authorised circumstance	Authorised Absence
D Dual-registered	Approved Educational Activity
E Excluded	Authorised Absence
F Extended family holiday (agreed)	Authorised Absence
G Family holiday (not agreed)	Unauthorised Absence
H Family holiday (agreed)	Authorised Absence
I Illness	Authorised Absence
J Interview	Approved Educational Activity
L Late (before registers close)	Present
M Medical appointment	Authorised absence
N No reason yet provided for absence	Unauthorised Absence
O Unauthorised absence	Unauthorised Absence
P Approved sporting activity	Approved Educational Activity
R Religious observance	Authorised Absence
S Study Leave	Authorised Absence
T Traveller absence	Authorised Absence
U Late after registers close	Unauthorised Absence
V Educational Visit or Trip	Approved Educational Activity
W Work Experience	Approved Educational Activity
Y Partial or enforced closure	Attendance not required
X Non-compulsory school age abs	Attendance not required
# School closed to all pupils	Attendance
Z Pupils not on role	Attendance not required

19 – Data Protection & GDPR

LPS Data Protection Procedure Policy:

<https://www.llangyfelachprimaryschool.co.uk/data-protection-procedures/>

LPS GDPR Policy:

<https://www.llangyfelachprimaryschool.co.uk/data-protection-gdpr/>

Data Protection Principles

Personal data must:

1. be processed lawfully;
2. be obtained and processed for specific and lawful purposes;
3. be sufficient, appropriate and not excessive in relation to the precise purpose;
4. be accurate and up to date;
5. not be kept for a great length of time;
6. be processed in agreement with the individual's legal rights;
7. be protected against unlawful processing, accidental loss, destruction or damage;
8. not be transferred outside the EU unless the rights and freedom of the individual is protected

Security Measures

We work in conjunction with the Local Authority Code of Practice to ensure that computers and servers comply with all up to date Government regulations and are secure with:

- anti-virus software;
- fire wall software;
- passwords

All school personnel are trained to:

- be discreet and confidential;
- consider the safe and secure positioning of computers;
- back up data;
- turn off computers when not in use;
- remember password access;
- lock filing cabinets and doors to offices;
- clear their desk before they leave school
- shred confidential material;
- follow procedures for bulk disposal of confidential materials with the Local Authority's booking system.

Disclosure of Data

Personal data cannot be disclosed to a third party without the consent of the individual except when it is legally required.

Requests for Access to Data

All requests from school personnel for access to their data must be made in writing on headed paper and sent to the data controller.

Rights of Individuals

Individuals have rights to:

- know when their data is being processed, the reason it is being processed and the name of the person or organisation requesting the information;
- prevent processing which could be harmful to them or others;
- prevent the processing of their performance management records;
- go to court to prevent inaccurate data being used;

- be compensated if a data controller contravenes the Data Protection Act;
- stop data being processed for direct marketing

Individuals are not entitled to:

- copies of their references;
- information on pay reviews;
- examination results until they have been released

20 – Acceptable Use of Technology

- I will only use the school's e-mail/Internet/Intranet/Learning Portal and any related technologies for professional purposes or for uses deemed 'reasonable' by the Head-teacher or Governing Body.
- I will comply with the ICT system security and not disclose any passwords provided to me by the school or other related authorities.
- I will ensure that all electronic communications with pupils and staff are compatible with my professional role.
- I will not give out my own personal details, such as mobile phone number and personal e-mail address, to pupils.
- I will only use the approved, secure e-mail system(s) for any school business.
- I will ensure that personal data (such as data held on MIS software) is kept secure and is used appropriately, whether in school, taken off the school premises or accessed remotely. Personal data can only be taken out of school or accessed remotely when authorised by the Head or Governing Body. Personal or sensitive data taken off site must be encrypted.
- I will not install any hardware or software without the permission of (Lee Burnell).
- I will not browse, download, upload or distribute any material that could be considered offensive, illegal, defamatory or discriminatory.
- Images of pupils and/or staff will only be taken, stored and used for professional purposes in-line with school policy and with written consent of the parent, carer or staff member. Images will not be distributed outside the school network without the permission of the parent/carers, member of staff or Headteacher.
- I understand that my use of the Internet and other related technologies may be monitored and logged and can be made available, on request, to my Line Manager or Headteacher.
- I will respect copyright and intellectual property rights.
- I will ensure that my mobile phone is never used or visible while working with children in any context or capacity.
- I will ensure that my online activity, both in school and outside school, will not bring my professional role into disrepute.
- I will support and promote the school's e-Safety and Data Security policies and help pupils to be safe and responsible in their use of ICT and related technologies.
- I agree to follow this code of conduct and to support the safe and secure use of ICT throughout the school.

21 - Safe Use of Outdoor Gym

Health & Safety

Play and fitness equipment should pose valuable challenges to the user and provide a safe outlet for natural energy and sense of adventure. To maintain this, LPS has undertaken a risk assessment to ensure all reasonable precautions to prevent injury to all users have been taken.

The following measures have been considered and adhered to at all times:

1. All members of staff will receive induction training on the safe use of all Outdoor Gym equipment prior to use.
2. All children will be supervised at all times when using the Outdoor Gym equipment and will also receive an induction for safe use.
3. Children from Year 1 to Year 6 will be able to access the Outdoor Gym only - always following the instructions from staff supervising and the instruction cards (or steel labels below) provided.
4. Our Site Manager will undertake daily, monthly and annual checks to ensure the equipment is safe to use at all times.
5. Prior to use, all equipment will need to be visually checked by the member of staff supervising, ensuring that they are wiped down to avoid slips, trips or falls.
6. Do not bring food or drink in the Gym, except water in appropriate plastic water bottles.
7. Do not use equipment if you have been unwell or are experiencing any leg, back, neck or arm pains.
8. Always ensure that your clothing and footwear are suitable and properly fitting.
9. Always warm up and stretch prior to exercise and cool down afterwards.
10. There should only be one person using each station at a time. There should never be anyone in front or behind you at anytime, to avoid collisions, entrapments or injuries.
11. Do not continue training if you feel dizzy or unwell. Remember to breathe properly during exercise.
12. Always leave the gym how you would like to find it

There are clearly visible stainless-steel labels fitted to all our outdoor fitness equipment, containing the following information:

- Clear concise instructions for use, together with a pictorial explanation;
- Colour coded ability levels with recommended usage;
- Attention/warning advice to help reduce the risk of injury during use.

Inspection, Cleaning & Maintenance

To maximise the life expectancy of outdoor fitness equipment, it should be inspected, on a regular basis based on the below inspections. An inspection schedule will be established and maintained for all equipment. This schedule will specify when an inspection is due to be carried out.

Detailed inspection and maintenance records should be kept on these inspection sheets. In the case of a future warranty claim, or a personal injury claim by an end-user, these records will be required.

Sunshine Gym keep a large stock of spares and touch-up paints should they be required.

Visual Inspections (Routine Inspection Daily/Weekly)

Regular checks on the equipment can help to identify potential issues, including worn or damaged components, loose bolts and screws, or other potential hazards. By regularly checking the state of the equipment, you can allow for prompt maintenance or repairs. Here are some things to look for when carrying out a visual inspection:

- Regularly inspect all moving parts of your outdoor gym equipment, such as hinges and joints to ensure they operate smoothly and without abnormal resistance. They may need to be cleaned or lubricated.
- Signs of rusting – assess the condition of the equipment and check for any signs of rusting, fading, or corrosion due to being exposed to the sun.
- If you notice any issues, address them promptly to prevent further damage and ensure the safety of the equipment.
- Regularly check to see that the equipment is stable and sturdily fixed to the surface and does not move when in use, as this could develop into a much more serious matter.

Check Equipment Functionalities:

- Constantly checking the functionality of the equipment contributes to a more positive user experience and will ensure the outdoor gym lasts until its expected lifespan.

Grips & Handles:

- Check for any signs of damage or loss of grip on the handles. Any signs of wear or damage may affect the user's comfort when using the equipment.
- Foot Pedals – Make sure that the rubber cover on the foot pedal is secure and doesn't come off easily to prevent injury. Also, check that they're able to handle the weight of the user(s).
- User Instruction – Ensure that any user instructions are visible and within range of the equipment. This is to prevent misuse and potential injuries.

High usage or older equipment is subject to a daily inspection. Any damage or defects must be eliminated immediately and the product removed from service until repaired. This will ensure that you can guarantee the safety and functional reliability of the product.

Monthly Operational Inspection:

- Record any findings on the check sheet;
- Use a spray lubricant on all moving parts, and at the same time check that restrictor blocks/limiters are working correctly;
- Use touch-up paint on any chips or scratches;
- Tighten any loose bolts or nuts, and replace caps;
- Check for damaged, or missing caps, and replace accordingly;
- Check the construction stability;
- Ensure the surface around the equipment is free from trip hazards and generally in good condition.

If any major faults are identified, remove the equipment from service immediately and then contact CCoS Parks Department for further advice.

Annual Inspection:

1. Annual inspections should only be carried out by a certified Register of Play Inspectors International (RPII) Level 3 Outdoor Annual Inspector, or a qualified Sunshine Gym engineer.
2. This service will be undertaken by CCoS Parks Department via Steve Collison.

Cleaning and Servicing:

In addition to the inspections, a routine maintenance & cleaning regime is also required. This routine can include but is not limited to the below. Where corrective maintenance is required, the safety of the users must be considered and the equipment taken out of use until the repair has been completed.

1. Clean down should be undertaken with a mild detergent in warm water. All surfaces should be cleaned using a soft sponge or cloth, followed by rinsing with clean water. At no time during the cleaning process is it advisable for any abrasive cleaners, solvents or other chemicals to be used.
2. Where small repairs to the powder coated surface are required, then a suitable touch-up paint should be carefully applied to the defect.
3. All fastenings to be tightened and secure, with all bearing sufficiently lubricated.
4. For larger areas of damage, vandalism or coating breakdown, then CCoS or Sunshine Gym should be contacted for technical advice.

22: LPS Forest Schools Policy & Safety Protocols

Please reads the information contained on the Forest Schools section of the school website that contain:

1. LPS Forest School Policy
2. LPS Forest School Philosophy
3. LPS Forest Schools Progression Model
4. LPS Forest School Risk Assessments
5. LPS Forest School Evacuation Procedures

<https://www.llangyfelachprimaryschool.co.uk/lps-forest-school/>

23: Awareness & Understanding of Policy and Procedures

Policy or Procedure	Agreed
1. Child Protection	
2. Fire Safety: FRA, EAP & NOP	
3. Alcohol and Substance Misuse	
4. Asbestos Management	
5. Confined Spaces	
6. COSHH	
7. Flammable Substances	
8. Lone Working	
9. Manual Handling	
10. Skin Protection	
11. Slips, Trips & Falls	
12. Weill's Disease	
13. Working at Heights	
14. Lockdown Procedures	
15. Absence & Sickness	
16. Whistle Blowing	
17. Leave of Absence	
18. Registers and Attendance	
19. Data Protection Procedures & GDPR	
20. Acceptable Use of Technology	
21. Safe Use of Outdoor Gym	
22. LPS Forest Schools Policy & Safety	