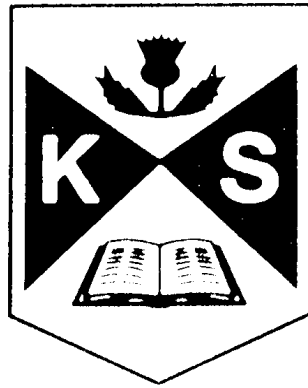


# **KILLERMONT PRIMARY SCHOOL**



## **Care and Welfare Policy**

**November 2009**

## **1.0 INTRODUCTION**

All children and young people are morally and legally entitled to care and protection within the education establishments and while under the supervision of education service staff. Schools must also work to ensure that all members of school community treat each other with respect and take responsibility for the care and welfare of all those who belong to its education establishments and to creating an environment in which everyone feel valued, safe and secure.

Recommendation 6 of the *Better Behaviour – Better Learning Joint Action Plan* (Scottish Executive, December 2001) states that schools should have agreed and adopted policies for the management of pupil care, welfare and discipline.

## **2.1 RATIONALE**

Within Killermont Primary our whole school community takes an active role to ensure the care and welfare of others, creating an environment in which everyone feels valued, safe and secure. Killermont Primary promotes a climate of trust, respect and confidence.

## **2.2 AIMS**

This policy aims to promote

- effective learning and teaching by providing a secure and caring environment;
- a sense of belonging and self worth in pupils and staff;
- respect and acceptance of others;
- self discipline and a sense of responsibility for one's own actions;
- effective inter-personal skills which facilitate meaningful communication and relationship and which enable peaceful resolution of conflict and disagreement;
- a sense of what it means to be a citizen in today's society;

## **3.0 TIME ALLOCATION**

**3.1** Support for our children is paramount to us at Killermont, time to deal with issues of pastoral care and welfare will be given as a matter of priority by all staff.

## **3.2 LEARNING AND TEACHING APPROACHES**

### Ethos

We aim to provide a positive ethos within Killermont Primary. A positive ethos is demonstrated by the way we treat each other on a day to day basis. This is promoted through a programme of:

- personal development (self-awareness, self esteem)
- social development (inter-personal relationships, independence and inter-dependence)

We aim to promote a welcoming, purposeful environment that is clean and tidy where wall displays are attractive and comprise of current and recent pupils' work.

We recognize the school as part of the wider community of Bearsden and that it has a number of links with other establishments and organisations. We aim to instil within our pupils, an appropriate sense of responsibility for the way in which the school is viewed within that community.

### Pastoral Care

During the course of their school life, pupils may require some level of individual support and guidance. Some pupils may require periods of intensive support. Pupils are encouraged to share their concerns with an adult in the school. Staff are vigilant and alert to the emotional, physical and social needs of individual pupils and are sensitive to background information. Staff act on concerns and follow agreed school procedures.

### Pupil Welfare

Staff are sensitive to the home circumstances of pupils. Pupils may require support at times of difficulty, eg family bereavement, family break up, recovering from serious illness. Additional support for learning may also be appropriate at these times.

### Spiritual, Religious and Philosophical Awareness

Killermont Primary supports individual and communal religious and spiritual beliefs, values and traditions in a way, which encourages self-esteem and respect for others.

Opportunities are provided through the curriculum and school activities to help promote tolerance and understanding of different religious beliefs and practices.

The school chaplain conducts various services throughout the year, and contributes to the wider curriculum. She/he also has a pastoral role within the school. Where school assemblies and acts of religious observance are held, we are sensitive to the beliefs and views of all pupils.

Parents understand their right to withdraw their child from religious observance and education and are reminded of this annually.

- Please refer to School Handbook

### Identity, Culture and Language

Identity underpins all learning. A pupil's identity is formed by the culture and language of their early life as well as their religious, spiritual and /or philosophical awareness. There is a danger that some pupils keep those aspects of their lives completely separate from school life.

We do not tolerate any form of racism and are committed to developing an anti-racist ethos. Any allegation of racist incidents are thoroughly investigated following the East Dunbartonshire Council (EDC) guidelines, *Tackling Racist Incidents within the Education Service* (TRIWES).

In working to ensure that pupils develop a strong and positive personal identity it is important that:

- all languages, religions and cultures are treated with respect, celebrated and shared;
- teachers have an understanding of the language, religions and cultures which help to form the identities of their pupils;
- a holistic approach is taken with all pupils.
- we encourage bilingual pupils to use and develop their first language as much as possible, as we know it supports their learning and enriches and strengthens the school.

### Promoting Positive Behaviour

- please refer to the Promoting Positive Behaviour Policy

### Hygiene Provision

We ensure:

- soap, paper towels and toilet paper is provided
- cubicles lock
- fixtures are clean and in good condition
- arrangements are made for the disposal of sanitary protection for senior girls
- arrangements are made for the disposal of nappies
- a change of pupils' clothes is provided for emergencies.
- all pupils are encouraged to wash their hands before lunch and before snack in the nursery.
- toothbrushing is done in Nursery and Primary 1 & 2 during the course of the school day.

## Catering

Catering is provided within school by Connect Services, providing a choice of menu items to promote a healthy diet. Menus are sent out to parents and pupils in advance. Provision is made for pupils with special dietary needs and we follow a 'no nuts' policy.

We provide facilities for pupils to eat packed lunches in school.

Pupils who forget their lunch money or their packed lunch are given lunch and a note of how much money they should bring in the following day.

Free meals and milk are provided in line with EDC guidelines. Pupils receiving free school meals will not be discriminated against.

Healthy eating is promoted throughout the whole school and our practice follows advice in Healthy Eating in Schools from the Scottish Government. P1 and P2 are provided with fresh fruit three times per week by EDC.

In Nursery, a daily, healthy snack is provided to promote healthy eating. Snacks provided reflect advice in nutritional guidance for early years (Scottish Executive) and the EDC Healthy Eating Guidelines.

- please refer to the School and Nursery handbooks and Health Education programme.

## Health

All medical records are kept up to date and parents are encouraged to inform the school if their child's situation changes at any time. Health information is gathered from parents when pupils enrol for nursery and school. Relevant information about a pupil's health is communicated to all appropriate staff with the agreement of the parent.

The school cooperates with the health board specialists to ensure all children receive routine health checks and inoculations, when appropriate.

- please refer to school and nursery handbooks

In cases of serious infectious diseases NHS Greater Glasgow and Clyde Guidance on Infection Control for Children in Schools and Pre 5 Establishments is followed.

On duty at all times, is a First Aider who is responsible for the safe storage and distribution of medicines, administered in line with EDC guidelines. Forms should be completed by parents prior to the administration of specific medicines and can be obtained from the main school office or the nursery.

Teams of staff exist to respond to any child suffering from anaphylaxis. Emergency procedures are displayed next to all outside telephone lines. Staff members receive training from the nurse on a voluntary basis.

A Health and Safety file is kept in the Head Teacher's room and contains advice and procedures issued by EDC. Information is disseminated to staff as appropriate and all staff have access to this file.

Killermont Primary School was awarded Health Promoting School status at level 3 in May 2006.

- please refer to Health Promoting School Policy

## Drugs/Substance and Alcohol Abuse

The school's Health Education programme covers the above topics.

In the event of a reported case of drug/substance abuse, EDC guidelines are followed.

## Emergency Procedures

- **Fire drills and evacuation procedures**

Pupils are given information on what to do if the fire bell rings and emergency fire drills are practiced each term. Emergency instructions are displayed throughout the building.

Fire doors and alarms are tested on a regular basis.

There are procedures in place for alerting staff in other emergency situations.

- **First aid – display notices**

Notices are displayed throughout the school informing staff of the location of first aid boxes and hospital emergency telephone number.

- **Accidents – in school**

In the case of a minor accident in school, first aid is administered by the school and a note is sent home with the pupil. In the case of a nursery child, the parent/carer is informed when the child is collected.

In the case of a more serious accident, first aid is given, the parent is notified and an ambulance summoned when necessary. If parent/carer is unavailable, a member of staff would accompany pupil to hospital and the emergency contact notified.

The school accident book is completed when appropriate.

- **Accidents – school trips**

A first aid case is taken on all school/nursery trips.

In the case of a more serious accident, first aid is given, the parent notified and an ambulance is summoned when necessary, and an adult helper would accompany the pupil to hospital.

- **Illness in school**

Pupils know that they must inform a member of staff if they feel unwell. If a pupil becomes ill in school, the parent is contacted or the emergency contact if the parent is not available. The school should be informed of arrangements for collecting pupils who are unwell if the parent is not at home and also of any medical problem likely to affect the pupil at school. The school keeps an up to date list of emergency contacts and parents are encouraged inform the school of any changes.

- **Early/emergency closure**

Every effort is made to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption, eg power failures, severe weather etc. In such cases the school shall do all it can to let youparents/carers know about the details of closure and re-opening. The school shall keep in touch by using letters, notice in local shops and community centres, announcements in local churches and announcements in the press and on local radio, or on the school website.

In the event of early closures, staff will make arrangements for children to go home where possible.

Supervision will be provided at school for those pupils whose parents/emergency contacts are unavailable.

## Supervision Procedures

The class teacher is responsible for the supervision of his/her class during learning and teaching sessions. However, all staff operate a shared sense of responsibility for pupils around the school eg classes moving to other areas of the school, pupils working in open areas. Likewise, a shared sense of responsibility operates in the nursery base and nursery playground.

In the school playground, the site co-ordinator provides an adult presence and other members of staff, wearing fluorescent waistcoats or EDC jackets, are deployed to help supervise within the various sections of the playground. No vehicular access to play areas is possible while the children are present.

Staff are also deployed for lunchtime supervision in both the bistro area and the playground, as well as during wet intervals, ensuring an optimum level of care. Primary 7 monitors assist in classroom supervision during wet intervals.

Pupils will never be left unsupervised in any area of the school.

On educational outings, we work within a 1:10 adult:pupil ratio for school pupils and 1:2 adult:pupil ratio for nursery children.

### Security

All visitors, parents and carers must report to the main school office where they should sign the visitors' book and identify themselves by wearing a visitor's badge. Visitors will be met and dealt with appropriately by a member of staff. Members of staff will challenge strangers in any area of the school.

Parents/carers will be asked to sign out children who have to leave school during the course of a day eg for an appointment.

Parents and carers dropping off or collecting children from nursery should do so at the nursery door, where a buzzer system is in operation. If staff have not been informed of an unfamiliar adult picking a child up, the child will not be released into their care until permission from the parent has been sought.

The premises are made secure when children are in the school building.

Contractors are met by the site co-ordinator and when carrying out work, have regard to health and safety procedures.

EDC guidance is followed to ensure all adults who undertake a voluntary "child care" position within the school undertake a standardised appointment process. This includes parent helpers and members of the Parent Council and PTA.

### Staff, Accommodation and Resources

We aim within role related restrictions, to make the best use of the staffing we have at any given time to meet the needs of all pupils within Killermont Primary.

The accommodation of Killermont Primary is in accordance with local authority regulations as is the maximum number of children accommodated in various class bases/nursery.

Equipment, furniture, fixtures and fittings which are damaged, or which present a risk of accident will be reported to the site co-ordinator or Senior Management Team. The use of such items should be discontinued and where possible removed, until they can be repaired or replaced.

### Child Protection Policy

Within school, we follow the local authority guidelines on child protection. All staff members are aware of these guidelines, which are discussed annually. Staff have a professional responsibility to refer any evidence or suspicion of abuse to the Head Teacher.

- please refer to EDC Child Protection Policy Guidelines

Information for people worried about child abuse or neglect can be found on the school website.

### Attendance and Punctuality

The Senior Management Team monitor the pattern and rates of attendance of classes. Attendance and punctuality is praised and rewarded where appropriate. Pupils who come to school late rather than remain absent, when such late-coming is beyond their control, are welcomed.

Parents must inform school of their child's absence. When school attendance is causing concern eg noticeable pattern to absences or rate of attendance has fallen to 80%, parents are contacted to discuss the issue. Attendance of pupils identified as 'at risk' is monitored closely.

### Looked After Children

Some pupils attending Killermont Primary may be looked after by the local authority. Pupils may be living in foster care, with relatives, friends or in other communities placements, in residential units or schools, or at home under supervision.

Pupils in this situation will be given the same educational opportunities within Killermont Primary, as all other pupils.

School staff work in collaboration with other appropriate agencies and Social Work Department who devise and monitor an appropriate Care Plan.

### Anti-bullying Policy

Within Killermont Primary, we follow our school Anti-bullying Policy, which endorses EDC Anti-bullying policy and guidelines.

Bullying is normally characterised by:

- **Deliberated aggression** – where someone wilfully seeks to harm another
- **A perceived imbalance of power** – where those being harmed feel powerless
- **Action that leads to pain and distress** – pain that can be physical and/or emotional
- **Action that takes place over a period of time** – a single, isolated incident of aggression would not normally be described as bullying

Bullying is not tolerated in any form within Killermont Primary and all allegations of bullying, including racist incidents, are taken seriously and dealt with. All staff are familiar with the local authority and school anti-bullying policy and remain vigilant to any possible signs of bullying.

Within school, the children are reminded that bullying is not tolerated and what they should do if they are being bullied or witness any bullying. Children are encouraged to approach any adult in school with whom they feel comfortable to talk and are assured that the adult will listen to their concerns.

Issues of bullying are discussed within class, at assemblies, during special anti-bullying focus weeks and within the Personal and Social Development programme. Information on bullying is available on the pupil and parent notice boards, the policy is available from outside the main office, and a Parents' Guide is available on the school website.

### **3.3 PUPILS WITH ADDITIONAL SUPPORT NEEDS**

Our primary responsibility is to ensure that all aspects of learning and teaching are designed to maximize the learning opportunities of all our pupils and to provide support.

Whilst our aim is to provide programmes of study, which are coherent, progressive and comprehensive, we must ensure that there are systems in place for those experiencing difficulties with aspects of their learning and those requiring more challenge.

Ongoing, regular assessment in all areas of the curriculum provides the first indications that additional support may be required. Other factors may also cause a temporary barrier to learning eg bereavement, illness.

We provide support for learning through a variety of means, monitored by the school Support for Learning co-ordinator:

- provision of appropriate learning and teaching methodology
- modified/amplified programmes of studies
- appropriate resources
- additional input, direct or indirect from Network Support\*, English as an Additional Language Service\*(EALS), Psychological Services, Early Intervention\*, Social Work, Social, Emotional and Behavioural support team, Language and Communication Unit and health services. (\*school only)
- effective deployment of Support For Learning Assistants

Regular consultation is allocated to the teaching staff to liaise with the network support teacher and the EALS teacher. Reviews, involving parents, staff, relevant outside agencies and pupils are held regularly for those who receive support from Psychological Services.

Please refer to the following policies for more details:

- Learning and Teaching Policy
- Support for Learning Policy
- Homework Policy
- Early Intervention Policy

### **3.4 ASSESSMENT**

- Please refer to Assessment, Recording and Reporting Policy

### **3.5 RECORDING AND REPORTING**

- Please refer to Assessment, Recording and Reporting Policy

### **3.6 NURSERY/PRIMARY/SECONDARY TRANSITION**

An effective programme of liaison exists for the preparation of primary seven pupils transferring to Boclair Academy and nursery children preparing to start primary one. Staff from appropriate establishments may attend individual review meetings during these transition stage.

### **3.7 ICT**

#### **Use of the Internet**

Staff are fully aware of the advantages and dangers of accessing material from the internet, and of the need for good security practice. Written parental permission is required for pupils' access to the internet. A filtered and monitored internet service is provided. Parents' Guides re Internet Safety are available on the school website.

- Please refer to EDC policy "Internet –Access and Email Policy"

### **3.8 STAFF DEVELOPMENT**

All members of staff will have access to advice and staff development as necessary, within the resources available.

### **4.0 ROLES AND RESPONSIBILITIES**

#### **4.1 Senior Management Team**

The senior management team will manage the implementation of the Care and Welfare policy, paying due regard to effective learning and teaching, effectiveness of procedures, resources and staff development.

#### **4.2 Class Teachers**

Teachers will ensure that the Care and Welfare policy is fully implemented to enhance learning and teaching and contribute to the raising of attainment and achievement of individual children.

#### **4.3 Additional School Staff**

Additional staff will ensure that procedures are carefully followed to promote effective care and welfare of the pupils within the school.

#### **4.4 Parents/carers**

Parents/carers will be encouraged to and supported in playing an active role in their child's learning, thereby fostering the home/school partnership. Parents will be included in pastoral matters concerning their child, as appropriate.



**4.5 Pupils**

Pupils will be encouraged to be actively involved in their learning and to develop a positive attitude towards themselves and others.

**5.0 RESOURCES**

The SMT will ensure that Killermont Primary has appropriate and up to date resources to support the children's care and welfare within the school. The SMT will ensure that the responsibility for the organisation and planning of resources are stored in ways that they facilitate accessibility by pupils and staff. Pupils' work will be displayed attractively to promote learning and teaching.

**6.0 MONITORING AND EVALUATING ARRANGEMENTS OF CARE AND WELFARE**

Self-evaluation of the quality of the care and welfare is the responsibility of all staff and the senior management team. Quality indicators described in '*How Good is Our School 3*' will be used to evaluate the ongoing effectiveness of this policy within the school.

**6.1 MONITORING AND EVALUATING ARRANGEMENTS OF POLICY**

First Draft:	September 2002
Policy Revised:	February 2004
3 <sup>rd</sup> Review of Policy:	November 2009
Future Review of Policy:	Session 2013/14