

# Harrison Primary School



## Safeguarding and Health & Safety information and guidance for visitors and volunteers

**Welcome and thank you! We recognise and really value the contributions that volunteers make to our school.**

We appreciate you taking the time to read this important information so that your time at Harrison is safe and successful for you and the children that you work with.

The **United Nations Convention of the Rights of the Child** is at heart of our school and thus underpins our ethos, curriculum, attitudes, learning behaviours and class management. We strive for continuous improvement and excellence in our provision to ensure that all children can succeed.

We aim to provide a safe and healthy learning and working environment where all can thrive and be happy to work or learn.

### SAFEGUARDING

All volunteers and visitors must be aware of the school's systems for supporting child safeguarding, including the role of the school's Designated Safeguarding Lead (DSL).

In this school the DSL is **Sara Gmitrowicz, Executive Head teacher** & DDSLs are **Kirsty Eddleston & Jane Bowden**.

All adults working and volunteering at Harrison Primary School have a key role to play in identifying concerns early and in providing help for children.

To achieve this they will:

- establish and maintain an environment where children feel secure, 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 about any problems
- plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe
- attend training in order to be aware of and alert to the signs of abuse
- maintain an attitude of "it could happen here" with regards to safeguarding
- record their concerns if they are worried about a child and report these to the class teacher or Designated Safeguarding Lead (DSL) that day
- follow the procedures set out by the Hampshire Safeguarding Children's Board and take account of guidance issued by the DfE
- treat information with confidentiality but never promising to "keep a secret"
- notify the Designated Safeguarding Lead (DSL) of any child on a child protection plan who has unexplained absence

**We are a 'Rights Respecting' School whose ethos promotes respect for all. Please bear in mind that you may overhear conversations about children and families when you are in school. This information is confidential and must never be discussed out of school.**

**Sara Gmitrowicz, Executive Head teacher is Designated Safeguarding Lead, assisted by Kirsty Eddleston, Head of School, and Jane Bowden, SENCO/Deputy Head.**

**All volunteers and visitors must read our Safe Working Practice Policy/Code of Conduct and 'Dos & Don'ts' of working with children) documents.**

### **Dealing with disclosures and confidentiality**

Whilst volunteering at Harrison you will talk to many children who may share personal information with you. We expect all information to be treated as confidential. Any volunteer who is approached by a child should listen positively and try to reassure them. You should not promise complete confidentiality and should report all concerns to the child's class teacher in the first instance.

If you feel that the child is in immediate danger you should report your concerns to Sara Gmitrowicz, Executive Head teacher and Designated Safeguarding Lead (DSL), or Kirsty Eddleston, Head of School, or Jane Bowden, Deputy Head & SENCO (Deputy DSLs).

**Child Protection:** if you have any concerns about the welfare of any child during your visit please report your concerns to the Executive Head teacher or one of the Designated Safeguarding Leads.

Any concerns regarding a member of staff or volunteer must be shared with the Head teacher. Any concerns regarding the Head teacher must be raised with the Chair of Governors.

### **Health & Safety**

We expect all volunteers to comply with the School's Health and Safety policy and to take care of their own health and safety and that of others whilst in the school.

Andrew Harris is our Site Manager with responsibility for a wide range of health and safety duties. If you have any concerns whilst at school please inform him; he will be pleased to hear your comments. He is also our Fire Safety Co-ordinator and trained accident investigator.

Any accident, incident or injury involving staff, visitors or volunteers must be reported to the school office.

### **Arrival:**

The School reception is located in the main entrance.

On arrival you will be asked to sign the visitors' book and given a visitor badge which you must wear during your time in school.

When leaving school you must sign out at reception.

### **Fire Safety:**

On discovering a fire:

- sound the fire alarm by pressing the glass at a call point situated by fire exits. A fire bell will sound
- calmly evacuate the building from the nearest available exit and go to the muster point on the large playground.
- report to the duty officer (Head teacher or member of senior leadership team), informing them of the type and location of the fire
- wait for instructions to enter the school.

Fire safety procedures and evacuation routes are readily available for all staff to read in all rooms.

### **Disabled visitors:**

If you have a disability and require assistance during the evacuation of the school please inform reception staff on signing in.

**Keeping Safe:**

Please ensure that you protect yourself from vulnerable positions when you are in school. Take care not to be alone in a secluded area with a child. Avoid unnecessary physical contact with children.

**First Aid:**

Please contact trained First Aiders in the school office for First Aid requirements. Please tell them the name of the person and the extent of their injuries.

The names and locations of the first aid trained staff on site are listed in the first aid policy and also clearly signposted around the unit/centre/school/premises.

First Aid is never to be administered by anyone except first aid trained staff with in-date training certification, operating within the parameters of their training.

**Emergency Procedures:**

General emergency evacuation for non-fire related emergencies is to be carried out in accordance with the school emergency evacuation plan.

**Bomb warnings and threats:**

- The fire alarm will sound if the decision to evacuate as a result of a bomb threat is made
- Immediately evacuate the building by the nearest exit ensuring doors are closed behind you
- Go to the muster point on the large playground
- Report to the duty officer
- Return to the school only once instructed to do so.

**Security:**

Please keep briefcases, laptops and bags with you whilst in school. Also please keep your personal possessions with you at all times. Unfortunately we cannot take responsibility for any loss or damage.

**Smoking:**

We operate a non-smoking policy, which includes the grounds and the buildings.

**Car parking:**

As parking is limited we advise visitors to park in the bays on Harrison Road.

**Violent Incidents:**

Violent, aggressive, threatening or intimidating behaviour towards staff, whether verbal, written, electronic or physical, will not be tolerated at Harrison Primary School.

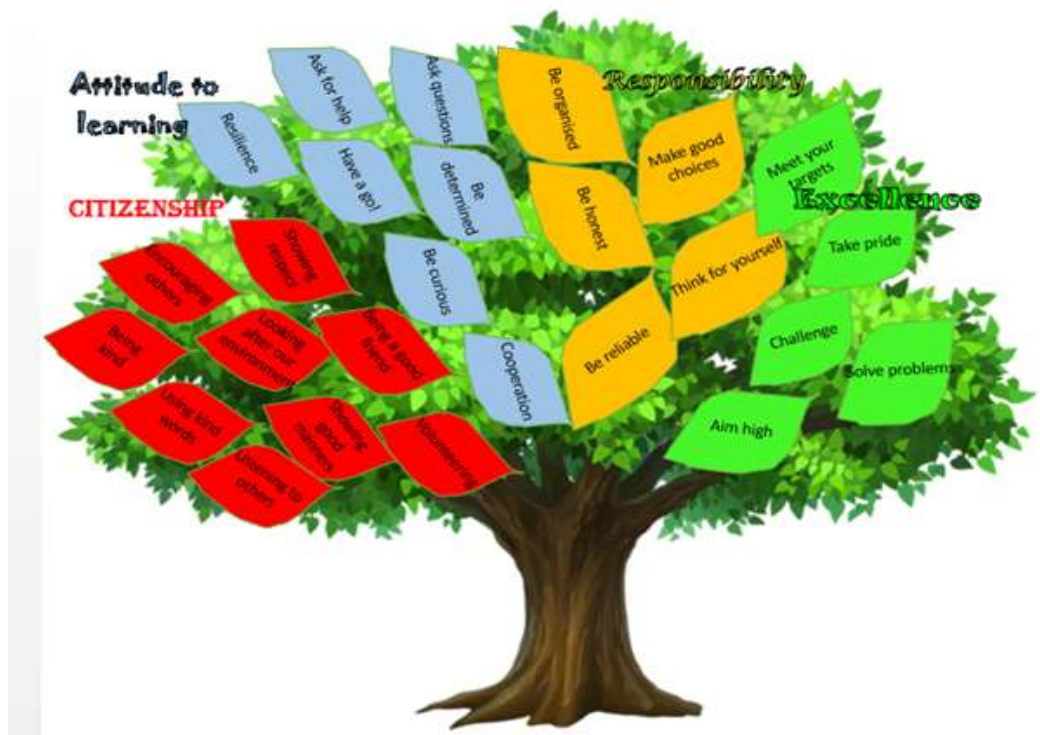
Staff must report all such violent and aggressive incidents to ensure that there is an awareness of potential issues and/or injuries, and so as to enable incidents to be appropriately investigated so that reasonable actions may be taken to support those involved and reduce the risk of similar incidents occurring in the future.

**Vulnerable Persons:**

Where there are vulnerable persons (young, pregnant, those with a disability, those with temporary or permanent medical conditions etc) working or visiting the school, a risk assessment will be completed and appropriate procedures implemented to ensure their health, safety and welfare whilst on site.

## Harrison Primary School Behaviour Policy

**COLLABORATION**    **HONESTY**    **EQUALITY**    **RESPECT**  
**RESPONSIBILITY**



**'The Harrison Learning Tree'**

We believe that **all** children should feel safe, happy and secure in school at all times. We want **all** children to develop positive attitudes about themselves, others and towards their learning. Our policy is very much based on positive expectations. The Harrison Learning Tree underpins all we do – our focus on citizenship, attitudes to learning, responsibility and excellence provides a structure by which children and staff can understand themselves as learners and become more responsible for their attitudes to learning and behaviour so that they become genuine **'Lifelong learners, with open minds'**.

Our five Values: Collaboration, Honesty, Equality, Respect and Responsibility are shared by the whole community; these are explicitly taught to give pupils an understanding of positive relationships and self-regulation, respect for others and the importance of a sense of community where everyone is valued and respected for the contribution that they make.

Each class has developed a **'Class Charter'** linked to the rights & responsibilities of everyone in school. These reflect our whole school expected attitudes to learning and behaviour of:

- **Citizenship** – For example: Setting a good example to others, especially those younger than ourselves, treating everybody in our school with courtesy and respect
- **Attitude to learning** – For example: determination to challenge oneself and focus on a task
- **Responsibility** – For example: being organised and making the right choices
- **Excellence** – for example: completing a task to a high standard, mastering a new skill,

and the ideal that we will try our best in all that we do and will ask for help if we need it.

**Positive learning behaviours** must be taught; everyone within our school community must have an understanding of expected attitudes to learning and behaviour that enable all pupils to learn. These behaviours must be modelled and understood by all stakeholders and facilitated by excellent classroom practice. Excellent attitudes to learning and behaviour are fundamental to success in the classroom. We will recognise the needs of individuals but have high expectations for all pupils.

We believe that pupils learn best when expectations for learning and behaviour are clear and rewards and sanctions are followed through and applied fairly.

**We believe that it is vital that children should be rewarded for their effort and achievements.** We celebrate achievement, attitudes to learning, effort and good behaviour and use these acknowledgements as role models for other pupils. We therefore operate a reward system in each year group that allows children to earn merits, stickers and certificates for good or improved work or learning, effort, excellent social skills and interaction or meeting an agreed behaviour target. We strongly believe that **all** children have the right to succeed and we enjoy celebrating each other's successes.

**As a school we believe in positive encouragement and reinforcement of expectations. We will always avoid confrontation. Acknowledging when 'children get it right' is fundamental to our culture.** We do this in several ways:

**Verbal and written praise** - all class teachers reward their children verbally during the school day and do this by acknowledging which attitude to learning and/or behaviour they have displayed so they understand specifically what they have done well.

**Stickers, 'well done' notes and postcards** - all class teachers have a system of stickers to reward children for one of the 4 elements of the Harrison Learning Tree. Acknowledgement from Year Leaders is commonly used.

**Merits** - children throughout the school work towards earning merit points for displaying positive learning behaviours. There are different levels of achievement: Bronze, Silver, Gold, Platinum and the Head teacher's Award. Children are presented with a certificate for achieving each of these awards. Each Friday at Celebration Assembly every year leader nominates a child who has gone 'above and beyond' in one of the four elements of the Harrison Learning Tree.

**Certificates & assemblies** - merit certificates will be presented in year group assemblies each week. Other certificates such as sports and music awards that recognise achievement will be presented in Friday Celebration Assemblies. Each year group in turn also has the opportunity to share particularly great pieces of work or information with the rest of the school.

**Positive telephone calls home** - when a children has worked particularly hard or achieved a special target, the class teacher, Head teacher or Head of School will telephone the child's parents to share this success with them.



**We recognise that all children make mistakes; they are learning to become lifelong learners after all. Pupils learn best in calm, purposeful, focused classrooms however when things go wrong we use these as opportunities to try to put things right, using restorative strategies. When children struggle to follow the Charters and expectations, there are clear procedures to be followed, which are:**

**Early Years** - we continue to build on the positive behaviour already being promoted in preschools. Children create their class charters as they settle into school and these are used to reinforce expectations for attitudes to learning and appropriate behaviour.

Children's successes are shared with parents on Tapestry. Each class will celebrate positive learning behaviours from the Harrison Learning Tree star' by recognising a 'Star of the day' awarded for citizenship, attitude to learning, responsibility or excellence.

Expectations for appropriate behaviour are made clear through verbal explanations; as children mature and the academic year progresses inappropriate behaviour will be managed in line with the whole school policy.

### **Key Stages 1 and 2:**

#### **Verbal reminder**

Normally all that is required is a verbal reminder when a child behaves in an inappropriate way that is not complicit with our expected attitudes to learning and behaviour.

#### **Scripted interventions**

We use 'scripted 30 second interventions' to help children to resettle to expected ways of working or behaviour. These positive interventions work in many scenarios and provide an opportunity for teachers to deliver their clear message to a child to get back him/her back on track, with everyone's dignity intact.

#### **Name in the class behaviour record**

If the child continues to disrupt the teaching of the lesson then their name will be placed in the class record in order to remind them to correct their behaviour. Incidents such as interruption, distraction, answering back, swearing, calling out and ignoring adults' requests are examples of behaviours that disturb teaching and learning. These are regularly monitored by the Head teacher and Head of School and will result in contact with parents in order to find a way of supporting children to present with more positive attitudes to learning.

#### **Communication from the class teacher**

If a child is frequently getting verbal warnings and their name is in the behaviour record several times then a phone call will be made to the child's parents to invite them in to discuss their child's behaviour.

#### **Thinking time**

If a child persists in causing disruption then they will be given the opportunity to have 'Thinking time' out of class. This gives them the opportunity to reflect on, and correct their behaviour before returning to class. The **year leader** will often be involved; sometimes it is necessary for this to be with one of the leadership team. We would expect all children to be able to return to class after a short while and continue with their work without further disruption.

#### **Year leader involvement**

Sometimes it may be necessary for the Year Leader to become involved in supporting a child to settle back to class. The Year leader will work closely with a family to plan a solution.

#### **Head teacher/Head of School/Deputy Head**

The Executive Head teacher, Head of School or Deputy Head will become involved when a child cannot settle back into class and continues to hinder the teaching and learning of their peers. Parents will be informed by phone call made to invite parents in. Depending on the frequency and severity of the problem the options of outside agencies, suspension and exclusion will be discussed.

#### **Exclusion**

Exclusion is used only in the very rare instances where all other strategies have been tried and a child is making no progress with improving his or her behaviour. Violent or abusive behaviour will be treated very seriously and can result in an exclusion. Although we believe that exclusion is a last resort and may not be an effective strategy for bringing about change, it does, in some circumstances, give the child time to

reflect and become calm. It also provides the school with time to modify provision and put in place adaptations in the physical or learning environment to try to improve practice and prevent further incidents.

The safety of staff and pupils is paramount. Behaviours which would constitute a serious breach of this policy and therefore trigger consideration of permanent exclusion are:

- Persistent bullying/harassment or pupils or staff
- Persistent racial offences
- Assault on pupils or staff
- Sexual assault or persistent sexual harassment
- Serious/and or persistent damage to school property

### **A fresh start**

To ensure that every child is motivated to be the best learners that they can be with excellent behaviour, we will endeavour to ensure that the sanctions which they may have received on a given day will not continue into the next. This will allow every child to have a fresh start each day.

### **Parental support**

We believe that parents are their child's first educators and expect that parents will want to work in partnership to reinforce positive attitudes to learning and expectations of behaviour; we would expect parents to support our Behaviour Policy. Safety for all is our priority at all times.

### **Children with Individual Behaviour Plans (IBP)**

At Harrison we recognise that not all children learn in the same way. On occasion it may be appropriate for those who need additional support to manage their behaviour to have an IBP which will be agreed with parents. In some cases children with individual behaviour plans may work towards slightly different rewards than those set out in the whole school policy in order to support them in their learning.

**Our overall aim is to produce a safe, happy and secure learning environment for all our children. We want all children to be valued as individuals, earn the respect of others and develop excellent attitudes to learning. Equally important is their responsibility as Harrison citizens who are honest and take responsibility in managing their own behaviour.**



**All children have the right to learn and a responsibility to ensure everyone else can too.**

## **Safe Working Practice/Code of conduct at Harrison Primary School**

### **1. Purpose**

This Code of Conduct aims to establish a set of principles which underpin the expected conduct of staff at **Harrison Primary School** with the intention of encouraging staff to achieve the highest standards of conduct at work and of minimising the risk of improper conduct occurring.

The school requires that all staff have read and comply with the Code of Conduct. Where clarification is needed on any aspect of this document, this should be sought from the Head teacher.

Breach or failure to observe the provisions of this document may lead to action being taken under the school disciplinary procedure (shared server/safeguarding file).

This document is available to all staff from year leaders' safeguarding files, staff room safeguarding file, head teacher's office as well as being provided on induction to all new members of staff.

The Code of Conduct is not exhaustive in defining acceptable and unacceptable standards of conduct and behaviour and in circumstances where guidance does not exist individuals are expected to use their professional judgement and act in the best interests of the school and its pupils.

## **2. Scope**

The Code of Conduct applies to:

- all members of staff, including teaching and support staff;
- volunteers, including governors;
- casual workers;
- temporary and supply staff, either from agencies or engaged directly;
- student placements, including those undertaking initial teacher training, and apprentices.

References to 'staff' throughout the Code of Conduct refer to all of the above groups.

Any links within this document to other documents are for ease of use and do not form part of this Code of Conduct.

The Code of Conduct exists in addition to Hampshire County Council's [Local Government Code of Conduct](#).

### **Professional standards at work**

Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. The school expects staff to treat each other, pupils, parents and the wider school community with dignity and respect at all times.

Furthermore, staff must have regard for the ethos and values of the school as well as its policies and procedures and act in accordance with these at all times, including in their dealings with those who come into contact with the school e.g. visitors.

Staff must act in accordance with their duty of care to pupils and ensure that the safety and welfare of the children and young people at the school are accorded the highest priority. In this and other ways staff should always maintain standards of conduct and behaviour which sustain their professional standing and that of the school.

Teachers are reminded of, and are expected to uphold, their wider responsibilities as set out in the [Teachers' Standards](#), including an understanding of, and acting within, the statutory frameworks which set out their professional duties and responsibilities.

**Harrison Primary School** recognises its statutory and moral duty to safeguard and promote the welfare of pupils and understands that staff play a vital role in meeting these responsibilities. Staff must be aware of their individual safeguarding responsibilities, including to provide a safe environment in which children can learn, to be aware of the signs of abuse and neglect, to identify children who are suffering, or are likely to suffer, significant harm and to take appropriate action in such cases to prevent concerns from escalating.

### **Safeguarding**

Staff have a professional duty to report concerns about the welfare of a child. Any such concerns must be raised without delay to the school's DSL in the first instance or to DDSLs if the DSL cannot be located. In the event that none of the above are available please contact Alix Martin, School Business Manager, 01329 234016, or **Hampshire County Council's Safeguarding team (01962 876364)**. There should be no delay in reporting a concern if there is risk of immediate serious harm to a child.

Staff are reminded of their duty to report safeguarding concerns about staff. Any concerns or allegations must be raised without delay to the school's DSL in the first instance or to **DDSLs** if the DSL cannot be located.

Staff should be familiar with the school's child protection policy, which is available to all staff on shared server/safeguarding file & year leader's safeguarding files. All staff will receive appropriate child protection training and will be provided with guidance on child safeguarding as part of their induction to the school.



In accordance with the statutory guidance published by the Department for Education 'Keeping Children Safe in Education', all staff in **Harrison Primary School** who work directly with children are required to read Part One 'Safeguarding information for all staff'. [Those staff who do not work directly with children are required, as a minimum, to read Annex A \(a condensed version of Part One\)](#). Staff will be provided with either Part One or Annex A, as applicable, as part of their induction to the school.

The full document is available via the above link or from [www.gov.uk](http://www.gov.uk) Staff should be familiar with the school's child protection policy, which is available to all staff on shared server/safeguarding file & year leader's safeguarding files.

Further information is found in the guidance document '[The avoidance of unnecessary contact and allegations](#)' on shared server/safeguarding file & year leader's safeguarding files, and in '[Guidance for safer working practice for those working with children and young people in education settings](#)' (May 2019) provided by the Safer Recruitment Consortium.

## **Pupils**

Individuals who work or volunteer in a school environment are in a position of trust. Staff should be mindful of the need to maintain professional boundaries appropriate to their position and must always consider whether their actions are warranted, proportionate, safe, and applied equitably.

Staff should act in an open and transparent way that would not lead any reasonable person to question their actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised.

Staff must avoid unnecessary physical contact with children. Where physical contact is essential, e.g. for safety reasons, the pupil's permission must be gained for that contact wherever possible. If physical contact is made to remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, then this should be recorded and reported to **Sara Gmitrowicz**. In cases where accidental physical contact was made, it should be reported to **Sara Gmitrowicz**. In all cases staff should act in accordance with the school's restraint policy Staff should be familiar with the school's child protection policy, which is available to all staff on shared server/safeguarding file & year leader's safeguarding files.

Any sexual behaviour by a member of staff with or towards a pupil, child or young person whether inside or outside of work is unacceptable. Staff are reminded that under the Sexual Offences Act 2003, it is a criminal offence for a person aged 18 or over 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. Keeping Children Safe in Education defines a child as everyone under the age of 18.

## **Volunteers**

Staff are expected to interact with volunteers in a polite and respectful manner and recognise volunteers' entitlement to express any concerns they may have about a child's learning, safety or wellbeing.

Staff should avoid discussing school matters with volunteers outside school if approached and should instead refer the volunteer to the normal school communication channels.

Internal e-mail and internet systems must be used only in accordance with the school's acceptable use of ICT policy which is available to all staff on shared server/safeguarding file & year leader's safeguarding files.

Social networking sites offer the opportunity for communication with children, young people and their parents outside normal professional boundaries. School staff must take care to protect their privacy and protect themselves from risk of allegations in relation to inappropriate relationships and cyberbullying. Staff must not have any unauthorised contact or accept 'friend' requests through social media with any pupil (including former pupils and/or those who attend other schools) or volunteer unless they are family members. Staff must exercise caution when having contact online through social media with volunteers so as not to compromise the school's reputation or school information.

Please refer to the school's acceptable use of ICT policy, which is available to all volunteers as part of safeguarding procedures.

Volunteers must ensure that they do not disclose confidential information to anyone who does not have the right to receive it. Where information is disclosed this should be in line with the principles of the [General Data Protection Regulations \(GDPR\) 2016](#) and the [Data Protection Act 2018](#).

Information obtained during the course of a volunteer's time in school should never be used for personal gain or benefit, nor should it be passed onto others who might use it in such a way.

An individual's dress and appearance is a matter of personal choice; however, volunteers should ensure that they dress appropriately, decently and safely for a school environment and for the role they undertake, as well as setting a good example to both pupils.

Volunteers should have particular regard to the health and safety risks involved with certain lessons i.e. physical education/food technology and the need to dress appropriately and safely when undertaking these activities, such as wearing appropriate footwear, removing jewellery etc. The school recognises the diversity of cultures and religions of its volunteers and will take a sensitive approach when this affects dress and uniform requirements. However, priority will be given to health and safety, security and other similar considerations of others.

Please refer to the school dress code for further guidance on acceptable and unacceptable forms of dress **in year leaders' safeguarding files.**

The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. It also recognises that all volunteers have the right to work in a safe environment without fear of discrimination, harassment or abuse.

All pupils, colleagues, parents, members of the public and wider school community have the right to be treated with fairness and equality and must not be discriminated against. The school expects volunteers to uphold these principles.

Please refer to the school's equalities policy for further guidance.

Care must be taken by volunteers to avoid any conflict of interest between activities undertaken outside school and responsibilities within school. In no case should actions or activities undertaken outside of work (including but not limited to relationships and social media contact with children, young people and vulnerable adults) bring the school into disrepute.

Volunteers must disclose any misconduct or alleged misconduct made against them, including any incidents arising from alternative or additional employment outside of this school. Disclosure must be made to **Sara Gmitrowicz** without delay, after which consideration will be given to the relevance or otherwise of the misconduct to their role in the school.

Where staff are in doubt as to whether there is a conflict of interest advice must be sought from **Sara Gmitrowicz.**

The term 'low level concerns' is outlined in 'Keeping Children Safe in Education' and refers to concerns about an adult working in or on behalf of the school who may have acted in a way that is inconsistent with this code of conduct, including inappropriate conduct outside of work. This concern does not necessarily meet the allegations threshold for referral to the LADO, but nevertheless should be shared responsibly, recorded and dealt with appropriately.

The purpose of managing low level concerns is to create and embed a culture of openness, trust and transparency; also to protect staff from potential false allegations or misunderstandings.

Volunteers can protect themselves by following this code of conduct and [‘The avoidance of unnecessary contact and allegations’](#) guidance, including the Do’s and Don’ts.

Low level concerns about a staff member, including a volunteer or contractor, should be reported in the same way as allegations as outlined in the school’s Child Protection policy.

Volunteers this might cause a conflict with the school’s activities, for example, a relationship with a Governor, staff member or a contractor who provides services to the school. Where such a declaration is necessary this should be made to the Head teacher.

**I confirm that I have read and understood this code of practice.**

**By signing this form I am agreeing to abide by the expectations and to follow all guidance.**

**Name:** .....

**Role:** .....

**Signature:** .....**Date.....01/03/2022**

**Harrison Primary School, Harrison Road, Fareham, Hampshire, PO16 7EQ**  
**01329 234016**                      **[www.harrisonprimaryschool](http://www.harrisonprimaryschool)**