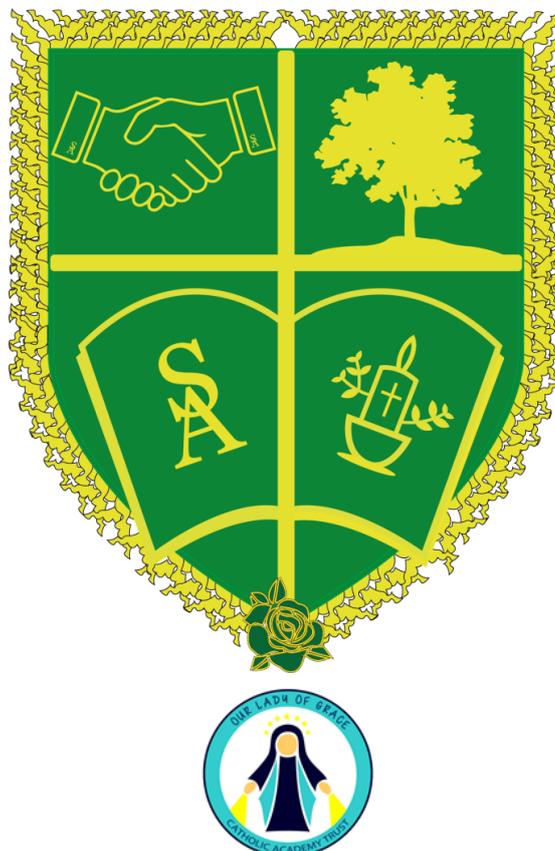


# St Antony's Catholic Primary School



**Our Lady of Grace Academy Trust**

**Safer Working Policy for**

**Staff and Volunteers**

*Learning Together In God's Love*

**Agreed by staff: September 2020**

**Agreed by Governors September 2020**

**Review date: September 2022**

# St. Antony's Catholic Primary School

## Safer Working Policy for Staff and Volunteers



### **Our Mission Statement:**

At St. Antony's Catholic Primary School we celebrate our special talents as children of God:

- We try to be like Jesus and always keep him in our hearts.
- We work together in our homes, school and parish to share our gifts and learn together.
- We understand that we are all different and we endeavour to respect each other.
- We look after our world so that we may share it together in peace.

By doing all these we demonstrate that we are all

***Learning Together In God's Love***

### **Purpose of the Policy:**

- To keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- To assist staff and adults working with children to work safely and responsibly and to monitor their own standards of behaviour and professional practice in the conducting of their duties daily;
- To minimise the risk of spurious, misplaced or malicious allegations made against staff who work with children and young people based on perception and opinion and not facts;
- To reduce the incidence of positions of trusts being abused or misused by staff at any level against a child.

All staff that comes into contact with children and young people in their work have a duty of care to safeguard and promote the children's welfare.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters -Change for Children programme, places a duty on organisations to safeguard and promote the well-being of children and young people. This includes the need to ensure that all staff who work with or on behalf of children and young people in this organisation are competent, confident and safe to do so.

As a standard, the vast majority of staff who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for the children in their care. However, it is recognised that in any area of work where staff are interfacing constantly with parents, children and young people of any age tensions, differences of opinions, perceptions as well as conflicts and misunderstandings can occur. It is in this context that the behaviour of staff (whether or not well intentioned) could give rise to allegations of abuse of one form or another being made against them. At all times staff must be cognisant of the fact that allegations, when raised, may be malicious or misplaced and in most cases it is the facts that surround an incident or circumstance that will bring clarity. Many allegations arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who have and will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and ensure that the staff members working with them are properly vetted and DBS checked and safe to do so.

The guidance contained in this document has due regard to current legislation and statutory guidance. St. Antony's Catholic Primary School's Designated Safeguarding Lead (DSL) is the Acting Assistant Head and SENCO Miss Jenella Baptiste who reports to the Head teacher and ultimately the Governors.

In addition to this policy, all staff are required to read the School's Safeguarding policy and the statutory guidance from the DfE on Keeping Children Safe in Education, Part I and appendix A (Revised Sept 2020). Central school policies are available on the school website and copies of **Keeping Children Safe in Education** are made available to staff annually as part of their induction/review of policies procedure. However, core policies are also available from the school's main office or from the DSL/SENCO's office.

### **What to do if you think a child is being abused?**

All causes for concern and attendant written records of same made by staff should be verbally checked with the DSL, HT or DHT first to ensure that the matter firstly warrants the action being taken and secondly, to ensure that the matter is being recorded accurately. If any child makes a serious disclosure to a member of staff and the professional judgement of staff is that the child in question is at immediate risk, then the matter must be raised to the DSL or the Head Teacher immediately. **A Cause for Concern form** (Pink Form) should be completed with the specifics of the disclosure and handed to the Designated Safeguarding Lead (Jenella Baptiste) and if absent this must be taken to the Head Teacher or a member of Senior Leadership Team.

### **Confidentiality**

Matters that are deemed confidential are not readily available to all staff at all levels. Where relevant members of staff may be given access to confidential information about children in order to undertake specified actions in line with their responsibilities- this is done always under strict scrutiny with the DSL or the HT determining whether or not access is to be allowed. Staff will ever only be given access to some confidential records/files under very strict circumstances and only on a what is needed basis depending on the specific case or circumstances as some matters on confidential files are highly sensitive or private information which does not need to be made common knowledge.

- These details must be kept confidential at all times and only shared as and when it is in the interests of the child to do so. If there is any doubt about whether to share information or keep it confidential staff must be given guidance or advice by the DSL or HT or in their absence seek guidance from a senior member of staff.

- In circumstances where confidential disclosures are made – members of staff need to be aware of the need to listen to and support children as they make these disclosures without asking any leading questions or coming to any preconceived conclusions. Staff need to ensure that where needed they must note what the child has stated verbatim and they must also understand the importance of not promising to keep matters disclosed ‘a secret’ but act always in the best interest of the child.
- Staff should also under no circumstances exploit their position of power and trust. Staff should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted or misconstrued by others as inappropriate. Staff must report and record any incident with this potential to the Head Teacher or DSL.

### **Dress and Appearance**

All staff should be suitably dressed daily to conduct their professional duties—i.e. Smart professional/Smart casual dress. It is inappropriate for staff to wear any revealing items of clothing such as low cut tops, very short skirts and revealing garments. -Our expectations from pupils are high therefore we also should have appropriate high standards in this area. Please note that tattoos must be covered where at all practicable and or body piercing should be kept to a minimum in areas that will pose no possible harm, danger or distraction with the conducting of staff’s normal duties. For example a nose ring could get caught in clothing or equipment around school causing harm. (Please see staff code of Conduct for additional details in this area). As a Faith School our expectation is modesty in all things.

### **Use of Mobile Phones**

Mobile phones are useful tools for communication however they must not be used during class time or staff working hours while they are on the job. Staff are free to use their devices when on a break , at lunch time or out of hours. Staff may also use their mobiles to communicate with the school when on a trip. In cases of emergency staff may need special dispensation to keep their phones on so that contact can be made with a sick or vulnerable dependant or for contact from a GP/NHS, the Home Office, HMRC or the Council. Special permission must be granted by the Head Teacher for this. **Staff at all levels are cautioned NOT to use their phones during working hours unless with special permission or for school agreed school business. Personal calls and texts must be done in personal time and not in school time.**

### **Making Contact When Working Late or Outside of Term Time in School**

Staff who may need to work later than their contracted hours in school during regular term time need to inform the Head Teacher or Deputy Head Teacher of this fact so that the HT / DHT is aware of who is still on the ground in school after normal working hours have elapsed. This is to prevent being inadvertently locked in by the Site Manager or the HT/DHT when they are vacating the premises. If staff at any level wishes to come in to school of their own volition during the school holidays to conduct work in their classroom/office, to erect displays or to decorate their book corner/focus areas he or she will need to make contact with the head teacher to ensure that the school will be open on the day needed as well as to secure access to the school’s premises. Due notice must be given at least 24 hours in advance as there are times when site staff are not available on the ground during part of or for the duration of some school holidays. Staff who wishes to host meetings with outside agents/agencies/community groups/ Parish Cells /Parents must also notify the Head Teacher/DHT at least 24 hours prior to the meeting being convened. It is the member of staff’s responsibility to ensure that all protocols and procedures are up-held while they are hosting visitors of any classification. If visits are being hosted during COVID-19 the school’s Visitor’s Risk Assessment procedures must be applied fully.

### **Gifts**

It is acknowledged that there are specific occasions when staff may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, the staff member has first

discussed the giving of the gift and the reason for it, with the senior leadership and/or parent or carer of the child. Care should also be taken to ensure that staff members do not accept any gift that might be construed as a 'bribe' with the expectation of 'special treatment or allowances' to be made by others looking on, or which could lead the giver to expect preferential treatment in any way. There are occasions when children, young people or parents wish to share/give small tokens of appreciation to staffs e.g. on special occasions such as a member of staff's birthday or for a special achievement made by the class teacher or school or even as a 'thank-you' and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. (Please see Staff Code Of Conduct for details). Gifts of over £50 in value must be declared in accordance with the OLOG Gift policy.

### **Infatuations**

Occasionally, a child may develop an infatuation with a member of staff. Staff should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. If a staff member is aware that a child has feelings of infatuation for them, they should discuss this at the earliest opportunity with the Headteacher/a member of the Senior Leadership Team as a first resort and ultimately with the child's parent/carer should this become necessary after implementing strategies to aid with assisting the child to adjust and redirect their feelings in a more appropriate manner-with the assistance of the School Therapist and or SENCO initiating interventions. Appropriate action will always be taken on the part of the school to avoid any unnecessary hurt, distress or embarrassment on the part of the child and if needed the member of staff involved.

### **Communication with Children and Young People (including the Use of Technology)**

Communication between children and staff, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, texts, YouTube, websites and blogs. Staff should not share any personal contact information with a child or minor of any age. They should not request or respond to any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If pupils attempt to contact or befriend staff online, this should be reported to the DSL or the Head teacher immediately. Staff should ensure that all communications are transparent and open to third party scrutiny. Staff should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. Email or text communications between a staff and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites. Internal e-mail systems should only be used in accordance with the school's policy. (Please also see St. Antony's ICT & E-Safety policy.)

### **Social Contact**

If a child or parent seeks to establish social contact with any member of staff or if this occurs coincidentally(eg. via a mutual third party), the staff should exercise her/his professional judgement in making a response but should always discuss the situation with their manager or with the parent of the child present to resolve the matter. Staff should be aware that social contact in certain situations can be misconstrued as grooming.

### **Sexual Contact**

'Working Together to Safeguard Children'18, defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening". There are occasions when rogue member of staff may embark on a course of behaviour

known as 'grooming' where the sole purpose or intention is to gain the trust of a child, then exploit and manipulate that relationship so sexual abuse/favours can take place. Staff should be aware that consistently conferring inappropriate special attention and favour upon any child might be construed as being part of a 'grooming' process and as such will give rise to concerns around their behaviour.

**This means that staff should not:**

- Have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative in the form of: verbal comments, letters, notes, electronic mail, phone calls, texts or physical contact
- Make sexual remarks to, or about, a child-not even in jest
- Discuss their own sexual relationships with or in the presence of children as this may cause the children present to either feel uncomfortable or it may spark their interest-neither of which is appropriate.

## **Physical Contact**

*Schools can use reasonable force and physical contact in certain circumstances. This can include holding a child by the hand, leading a child by the elbow or shoulders especially in a situation where the child is angry and emotions are high –this is as a means of protecting a child from damaging themselves, property or doing damage to someone else, or in the case of older children- committing an offence (stabbing or wounding another child or adult either intentionally or unintentionally). These actions fall within schools' rights to use reasonable force in England, Wales and Northern Ireland and Scotland. (NSPCC 2019)*

<https://www.nspcc.org.uk/keeping-children-safe/away-from-home/at-school/#>

There are occasions when it is entirely appropriate for staff to have some physical contact with the children with whom they are working. However, it is crucial that in all circumstances, staff should only touch children in ways which are appropriate to their professional or agreed role and responsibilities. Not all children and young people feel comfortable about physical contact, and staff should not make the assumption that all children like to be touched although it is acceptable practice to use touch as a means of communication by staff from Nursery to year 6 (DfE 2016). The school's ethos and practice will heavily influence how touch is used within a school setting.

Staff should use their professional judgement at all times in terms of the use of touch-ensuring that the touch is done in the zones of the body that are appropriate to be touched in a school setting such as the child's hands, palms (in a high five motion), elbow in terms of physically leading and guiding a child around, head top and shoulders (when tapping in encouragement or praise), touching the forehead in terms of administering first aid (cold compress or taking temperatures).

Staff may observe and take note of individual children's reaction or feelings and – so far as is possible - use a level of contact and/or form of physical communication which is acceptable to the child for the minimum time necessary in any circumstance.

- Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary –particularly if the child has High SEND Needs.
- When physical contact is made with a child this should be in response to their needs at the time, for limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- Physical contact which occurs regularly with an individual child is likely to raise questions unless there is explicit agreement on the need for frequent contact (such as with a High Needs child), and nature of, that contact. This would then be part of a formally agreed plan or within the parameters

of established, agreed and legal professional protocols on physical contact e.g. in sport activities or medical procedures.

- Any such arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

If a staff member believes that their action could be misinterpreted, or if an action is observed by another as being inappropriate or possibly abusive, the incident and circumstances should be reported to the Designated School Lead or a member of the Senior Leadership Team outlined in the procedures for handling allegations and an appropriate record made. Parents/carers should also be informed in such circumstances. Staff who work in certain settings, for example sports drama or outdoor activities will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice.

### **Behaviour Management and Physical Intervention**

Where children display difficult or challenging behaviour, staff must follow the school's behaviour policy, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

In all cases where physical intervention is employed the incident and subsequent actions should be documented and reported. This should include written and signed accounts of all those involved, including the child or young person. The parents/carers should be informed of actions taken.

*Schools can discipline students to ensure that every student is kept safe and is able to learn. This could include the use of: verbal warnings, missing break, giving written tasks, detention or fixed-term exclusions. **Hitting or any other corporal punishment is illegal.** Schools should consider a student's age, special educational needs (also called additional support for learning or additional learning needs) or disability and their religious requirements to make sure the punishment is reasonable and appropriate to redress the infringement or behaviour displayed (DfE).*

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### **Intimate Care**

Some job responsibilities necessitate intimate physical contact with children on a regular basis, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. The additional vulnerabilities that may arise from a physical or learning disability should be taken into account and be recorded as part of an agreed care plan. The emotional responses of any child to intimate care should be carefully and sensitively observed, and where necessary, any concerns passed to senior managers and/or parents/carers.

All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to act as independently as possible. The views of the child should be actively sought, wherever possible, when drawing up and reviewing formal arrangements. As with all individual arrangements for intimate care needs, agreements between the child, parents/carers and the organisation must be negotiated and recorded.

### **First aid and administration of medication**

All staff in the school has a duty of care for others around them, especially pupils. This care is to be administered wholeheartedly, but professionally to the best of their capability. Equipping staff with training in relevant areas such as Health and Safety, Child Protection, Safeguarding, Positive Handling, Conflict Resolution, Emotional Intelligence and Sensitivity training, Fire Warden training and First Aid is done to equip staff to deal with a range of situations inclusive of accidents and

emergencies. Staff, visitors and children can be given support and advice from staff who have received training in a range of areas but particularly in First Aid at Work as well as Paediatric First Aid at Work.

### The following staff have all been First Aid Trained

Phase/Cohort	First Aid At Work (QCF)	Paediatric First Aid (ROF)
<b>EYFS</b>	Lotoya White	Lotoya White
<b>Viridis</b>	Jackie Hamilton	Jackie Hamilton
	Sandra Charlemagne	Rosemarie Martins
<b>Nursery</b>	Tina Badaloo	Tina Badaloo
	Izabela Hajkowska	
	Huma Sohail	
	Sumi Hussain	
<b>Reception</b>		
	Ada Olalla	Ada Olalla
	Evalina Casimir	
	Maila Romero	
	Reina Dias Antao	
	Jazminka Luksa	
<b>Year 1</b>	Fiona Robinson	
	Julina Johnrose	Julina Johnrose
<b>Year 2</b>	Samantha Estepa	Samantha Estepa
	Shanthy Dissanyake	Shanthy Dissanyake
	Samantha Elmes	
	Kristina Kaskeliene	
<b>KS2</b>	Jeanne Mobio	Jeanne Mobio
	Clinton Hodges	Clinton Hodges
	Caroline Verdant	
	Effe Mascarenhas	
	Richard Lawal	
	Nathan Chan	
<b>Welfare</b>	Irene Samuel	Irene Samuel
<b>Admin</b>	Lorraine Cezair-Phillip	Lorraine Cezair-Phillip

### First Aid supplies are available in the following places:

- Minor Injury First Aid kits** are kept in the every classroom and it is the responsibility of the trained first aiders in the class to check and replenish the contents as and when needed. A minor first aid bag point is located within each Key stage at their First Aid Post.
- Small Portable First Aid Bags** are available for use on Educational Visits from the Medical Room. Teachers needing these bags should inform the trained First Aider in each class/cohort/phase going on the trip least 2 days before the visit is to take place.
- Major Injury First Aid kits and Medical supplies** are kept in the medical room and it is the responsibility of the Welfare Officer /trained first aider on duty or designate to administer use of such equipment as: Epi-pens, Asthma Pumps, Defibrillators, Diabetic Insulin etc.

### Medication in School:

Parents are advised to, whenever possible to make arrangements for children to take medicines at home rather than in school. Where absolutely necessary the parents may be allowed to come into school and administer the medication -excepting for those children who are covered by a care plan where a designated member of staff who is First Aid Trained is in place to administer assistance in

such cases as applying : Asthma pump, epi-pen etc.. All medicines to be administered in school must be securely stored in the Medical Room by the Welfare Officer under the specific conditions needed for the medication (eg if it needs refrigeration or to be kept at room temperature). For most children particularly across KS1 and KS2 medicines in school are usually self-administered under the supervision of the Welfare Officer or Designated Staff (usually a seasoned first aider or a member of staff trained/furnished with the knowledge so to do). Any variation of these arrangements must be discussed with the Head Teacher or SENCO before any action to this end is taken.

A record of administrations for medicines is made in the 'Medicine file" kept by the Welfare Officer's files in the Medical Room.

### **Whistleblowing**

**The matter of reporting confirmed wrong doing on the part of a member of staff is encouraged but must be done with 100% certainty.** Whistleblowing must also be kept strictly confidential and therefore only told to someone in authority in the school such as the Head Teacher, Deputy Head Teacher, Assistant Head Teacher or if warranted, the Chair or Vice Chair of Governors depending on who has committed the infringement being reported.

The Whistle blower must always ensure that they are not acting maliciously or viciously as this could result in disciplinary action for Gross Misconduct levelled against them (the reporter). Making spurious allegations against a member of staff by spreading malicious and unsubstantiated rumours or gossip, which could lead to the invoking of serious disciplinary actions being taken wrongly against a staff member ( who may be innocent)- is a serious wrong in itself . In such cases, this can result in the disciplinary action being taken against the whistle-blower. It is therefore imperative that if an allegation is being made, there are facts and if needed witnesses to substantiate same- to ensure that the whistleblowing is being done on solid grounds.

As a first step, concerns should be raised with the line manager or Phase Leader, as on many occasions the issue causing concern could be immediately clarified and dealt with at that level. There are times when staff members are not equipped with all the facts surrounding a certain circumstance and the Phase Leader or member of SLT may have additional information to shed additional light on the situation-leading to immediate resolution or a change in actions taken. To whom a matter of concern may be raised depends on the seriousness and sensitivity of the issues involved and who is thought to be involved in the alleged wrongdoing or malpractice.

If a subordinate staff member believes that their line manager or Phase Lead is involved, staff should raise their concerns with the Head Teacher or Deputy Head Teacher. Matters are only raised to the Chair of Governors where a member of staff believes that the matter concerns the Head Teacher.

If the matter concerns criminal actions such as sexual abuse, grooming, child molestation or criminal exploitation then the matter can be raised with the relevant agencies in the borough such as the LADO, Director of Children's Services or the Police depending on the nature of the matter. Staff may also use the NSPCC Whistleblowing helpline: 0800 028 0285 particularly if the matter surrounds any form of child abuse (eg. Physical, sexual , emotional blackmail etc.).

Caution must however be exercised here again, as before making a report of this nature to an outside agency staff should ideally discuss and explore the matter with the Head Teacher or the Deputy Head in her absence prior to taking this type of action. (Please also see the Safeguarding Policy and the appendix: Allegations against staff who work with children referral form.)

### **After School Clubs and Out Of Hours Learning**

**After School Clubs** are all held after school ends between 3:30 and 4:30pm on the day specified for each club. All After School Clubs fall under the umbrella of **OUT OF HOURS LEARNING (OOHL)** which is led by the PE Team and overseen by Members of SLT. **Out Of Hours Learning** includes :

- **Clubs held before school** such as Breakfast Club and Booster Classes in years 5 and 6

- **Clubs held during the lunch hour** such as Rosary Club, Reading Club and SEND Music Therapy Club, LEGO Club and Percussion Club.
- **Clubs held after school** such as Gymnastics, Cheerleading, Dance, Drama Performing Arts, Art Club, Chess Club, Board Games Club, Science and Maths Club.
- **Clubs and activities held on a Saturdays or during school holidays** such as Saturday School, Youth Choir, First Communion Classes, Youth Alive, Easter Booster and Summer School

Staff running clubs should always take care to have another member of staff present during out of school hours activities, unless the club is held in an area such as the playground or the hall which has high traffic or is led by senior staff. Health and Safety requirements should be strictly adhered to. (Please see St. Antony's Health and Safety Policy). All staff or Leads for Out of hours Learning Programmes must keep an up-to-date register of attendees at their club weekly. This record must be copied and duplicated in the main office with a copy of attendees on the day of the club so that if parents make contact via the school's office, the Admin Team will have the information on hand in terms of which club the child is in attendance at and where this club is located in the school, so that if a parent for example has arrived early because they have a Doctor's or Dental appointment for their child- the Admin staff will be able to locate the child easily.

**After school club leaders must also ensure that they safely dismiss their attendees and keep a check on the adults that have collected the children as a point of reference.** It is good practice to note which parent or responsible adult has collected each child. If in doubt, always check with a member of Senior Leadership for support before releasing a child to someone new.

### **Educational Visits**

**All Staff Members planning any school trip or journey must:**

Consult with the Head Teacher/Phase Leader in regard to the timing, arrangements, activities and level of staff/children supervision need. Every class should plan at least one school trip per term- which takes the children outside of their local community and across other boroughs and regions as educational visits are aimed at getting children out of the classroom and into the wider world. These experiences afford the children first-hand knowledge that they would not be able to get anywhere else. The principle here is *"If it can be done first hand...do it! Don't just talk about it or try to explain it....give the children the first-hand experience as nothing replaces that learning experience"*

Trips done during the Autumn and Spring terms may be directly linked to the children's learning such as taking the children to the Zoo (London, Colchester or Longleat) linked to curriculum topics such as animal classifications in EYFS, habitats in KS1 & 2, Food chains and food webs-KS2 and adaptations in upper KS2. Sometimes there are excellent real life educational facilities right on our doorsteps.

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

Summer Term Trips can be more of an adventure-but remember learning happens here too- so staff:

- **Must complete Educational Visit Forms at least 2 weeks in advance of the planned trip.** If the visit is to an unfamiliar site, staff members planning the trip are advised to make a preliminary visit in order to assess the risks involved and the requirements needed for travel to and from.
- The teacher in charge of the visit must leave a copy of the completed **"School Visit Risk Assessment"** form with the HT/DHT or EVCs a minimum of 2 weeks before the visit. A letter giving guidance to staff and parent helpers should also be prepared by the planner for all.
- **First Aid kits are available in each classroom for trips along with High visibility jackets to be worn by all pupils and staff on all visits.**

Photography, videos and other recordings on trips must be done using school equipment. Staff must ensure that all images are available for scrutiny by SLT in order to post these on the website or use in displays or portfolios. All children's parents sign consent forms for photos at the start of each year.

- **Consent from parents and legal guardians (permission slips) must be had from all children prior any formal trip. No child should be taken on a trip without their parent/guardian's consent. If the slip is left at home a call home to parents must be made to secure cover.**
- **Modes of travel must be explored and agreed at least 2 weeks in advance of all trips.**

## **There are 2 main types of trips: Local Trips and Field Trips**

### **Local Routine Visits to places neighbouring or in close proximity to the school which may not need a Risk Assessment or permission**

These trips involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the normal planning that goes into daily school based activities. The focus here is always on the educational aspect of the local trip. They can be considered as lessons in a different classroom in the local community. **These trips do not really necessitate a letter or permission slip** (although one may be had if the teacher so desires). Notification to parents of these local trips may be done via text or Newsletter or a posting on the Class Dojo.

**It is important to note however that written consent must be received for pre-school and Nursery Aged Children for any visit that takes them more than a half a mile away from school. So for a visit to the Church or West Ham Park none is needed but for Stratford it is.** For children over nursery age, written consent is not needed for most local trips, as they're part of the curriculum. However, it's good practice to still always notify parents about them.

### **Examples of Local Trips:**

**There is no limit to the number of local trips that classes may be taken on and it is encouraged that such trips should take place as regularly as possible to bring children's learning alive and create the relevance needed for the topics being explored. Visit places local to the school such as :**

- **The Church (St Antony's Parish Church)** to explore RE topics such as: Baptism, The Mass, Holy Communion, Reconciliation, Stations of The Cross, Our Faith Community & Vocations
- **Other Local Churches/temples** to explore topics being studied in RE and to teach tolerance
- **West Ham or Stratford Park** to explore topics such as mini-beasts, plants, the seasons
- **Green Street Market** to explore : Import/Exporting... 'where does our food comes from?'
- **Stratford and Westfield** to explore consumerism, do traffic surveys & Town Planning
- **Morrison's Supermarket** to explore money and budgets, what's sold locally
- **The Local Libraries in Forest Gate, Green Street and Stratford** to explore authors & books
- **The Docklands** to explore topics such as: our water ways, the River Thames, water sources, transport along our waterways, settlements, city development, the water cycle and the environment

## **2. Field Trips - need a full Risk Assessment and detailed fore-planning**

These trips are usually further afield and due consideration must be given to:

- **The distance from school** such as visiting the Isle of Wight, Cornwall or Wales
- **The type of activity** that the children will be engaged in such as abseiling and caving
- **The location:** the mountains of Snowdonia, the Lake District, the Eden Project
- **The need for staff with specialist skills** : going sailing, rock climbing or Scuba-diving

These trips need to be properly planned and managed with all the logistics in place. A full Risk Assessment must be completed at least a term in advance of these types of trips. Parental consent is needed as well as support in terms of the cost for such trips. Sometimes a pre-visit to the venue is needed to cover all the bases as these trips by their very nature have a higher level of risk and responsibility.