

Ysgol Sefydledig
Caergeiliog
Foundation School



Staff Handbook



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Welcome

Welcome to the team at Ysgol Caergeiliog Foundation School. The aim of this handbook is to equip you with all the necessary information to support you in your role within the school. The handbook will also help you to acquire an understanding of the operational side of the school e.g. start and finish times, break times, dinner times. This handbook will hopefully answer a range of questions that you may be wanting to ask. It will also help you to be in the right place at the right time!





Our Values

We take pride in our Foundation Status. There is a motivational and exciting environment within the school campus with every member of the workforce focusing specifically on ensuring 'Quality and Excellence in Education.' and 'A Service of Care.' The School's Latin motto is 'Persto et Praesto' – I persist and excel. The school's vision is to achieve excellence on a daily basis.

As a School we regularly self-evaluate and implement ideas that are new and innovative whilst at the same time adhering to tried and tested methods of teaching.

We support the Welsh language within a social context. Every child is motivated to be a confident bilingual citizen.

Caergeiliog School is proud of its culture based on self-respect and respect for others. The School aims to give each child 'the best possible start in life' and a foundation that will enable each child to cooperate with others within the School, further education and the wider community.

At Caergeiliog School, we are proud of our keen, enthusiastic, and hardworking team, eager daily, to ensure that the highest standards possible are achieved and maintained. Collaboration and co-operation between staff, governors, parents and pupils are the key to our success. Pupil participation is encouraged. Our Senior Prefects, School Council and Committee members enjoy a high profile in the day to day running of the school. Pupils are regularly encouraged to express their opinion on school standards and to self-evaluate, in order to have a positive impact on school life. Pupil Voice is at the forefront of everything we do.

The School's Motto

PERSTO ET PRAESTO

I PERSIST AND I EXCEL



Plan of the School

RECEPTION DOSBARTH DERBYN	RECEPTION DOSBARTH DERBYN
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Year 3 BLWYDDYN 3	Year 2 BLWYDDYN 2
Year 3 BLWYDDYN 3	

Year 4 BLWYDDYN 4	Year 5 BLWYDDYN 5
Year 4 BLWYDDYN 4	Year 5 BLWYDDYN 5

PLAYGROUP GRWP CHWARAE
NURSERY MEITHRINFA
NURSERY MEITHRINFA

Year 1 BLWYDDYN 1	Year 1 BLWYDDYN 1
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Year 6 BLWYDDYN 6
Year 6 BLWYDDYN 6
Year 2 BLWYDDYN 2
Main Building PRIF ADEILAD



Management

The Governing Body

Chair of Governors – Rosemarie Brown

Vice- chair – Ashley White

Executive Director/Headmaster – Mr Richard Williams

Operations Manager

Margaret Roberts

Deputy Head Teacher

Senior Designated
Safeguarding Lead for
the School

Simon Browne

Assistant Head
Teacher

CPD Coordinator

Karina Jones

Leader of the
Foundation
Phase/Safeguarding
Lead

Lindsea Roberts

School Registrar

Lisa Ellis-Roberts

Additional Learning
Needs
Coordinator/Well-being
Officer/Safeguarding
Lead

Elizabeth Owens

Teaching Staff

Support Staff

Catering Staff

Site Manager

Cleaning Staff



Staff Induction

All new members of staff will partake in staff induction. Your induction will usually take place within the first week of your employment. Staff Induction is carried out by the school's Continuing Professional Development Coordinator. The CPD coordinator and the Operations Manager work closely together to ensure that your induction provides you with a smooth transition into the daily life of the school.

The Staff Induction session includes aspects such as: -

- The background to the school
- Who's who?
- Staff expectations
- Ethos and culture
- Staffing and line management
- Safeguarding and Child Protection
- Safeguarding Induction and questionnaire
- School Policies
- Where to park
- Tour round the school site

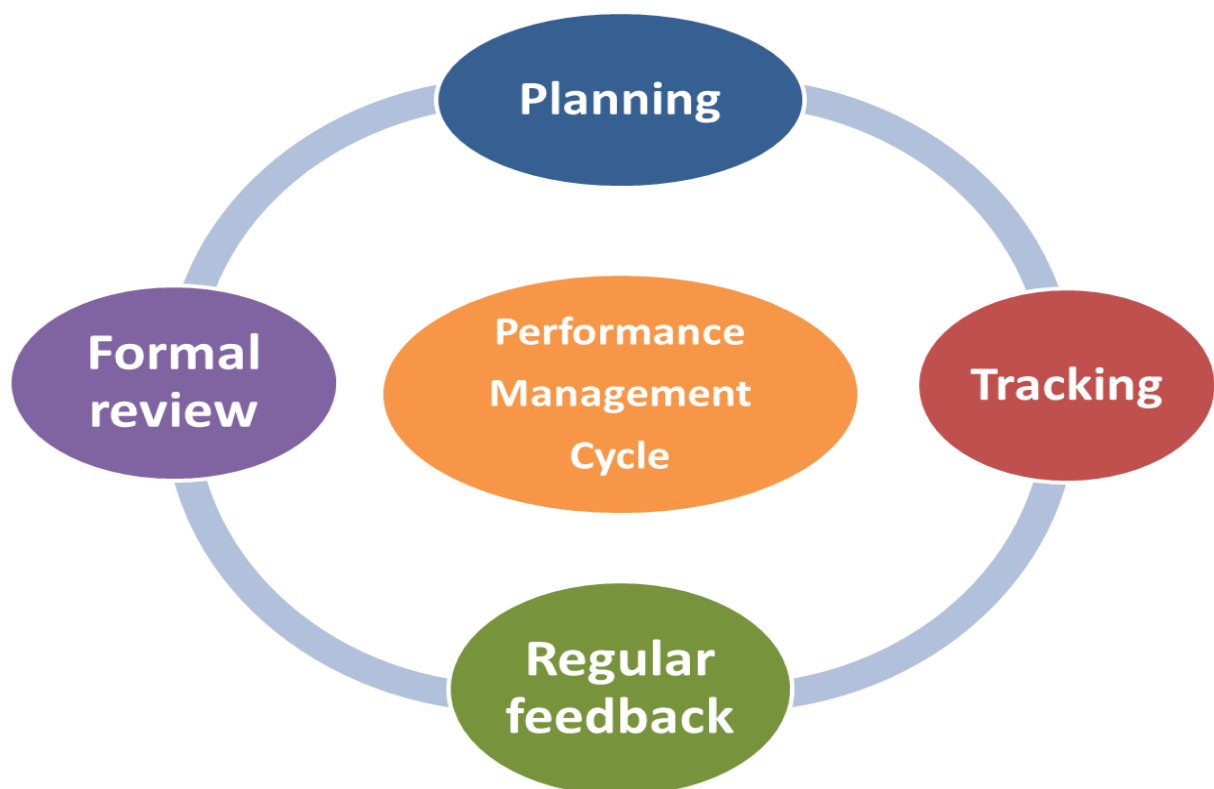




Performance Management

Each member of staff will undertake Performance Management. The Performance Management Cycle begins in the October of the autumn term and ends the following October.

Members of staff, in discussion with the school's Operations Manager and CPD Coordinator, set realistic and achievable targets for the year that link to the School Development Plan. Lesson observations take place annually as does a pupil book scrutiny (teachers only). Support is available throughout the performance management cycle.





The School Day

7.30am – 8.30am – Breakfast Club in the school hall

8.45am – 9.00am – Pupils arrive for school at the main gate.

Morning Break Times: -

10.00am – 10.15am – Break time for Reception Class – Year 3

10.15am – 10.30am – Break time for Year 4, 5 and 6

Dinner: -

11.45am – 1.00pm – Reception – Year 2

12.00pm – 1.00pm - Years 3, 4, 5 and 6

Creche and Nursery eat in their classes (11.30am – 12.30pm)

Afternoon Break Times: -

2.00pm – 2.10pm – Reception Classes – Year 3

2.10pm – 2.20pm – Years 4, 5 and Year 6

Home Time: -

3.30pm – all year groups

3.30pm – 6.00pm – After School Club in the school hall.

It is imperative that you speak to your line manager for a more detailed timetable.





Staff Expectations

The school sets ambitious standards for all members of staff.

- **Punctuality** is paramount – if you are unable to attend work due to illness, it is imperative that you telephone the school as soon as possible and inform the **Operations Manager**.
- All employees are required to be in their place of work **10 minutes before their start time**.
- If you need to leave the school site, **please inform your line manager**.
- **Jewellery** must be kept to a minimum.
- **Dress code** must be smart (unless you have been issued a uniform).
- Denims are not allowed.
- Sensible and appropriate footwear must be worn. In the interest of health and safety, **flip flop sandals are not permitted**. Bover boots are not permitted.
- Tattoos and body piercings need to be covered.
- Make-up/ nail extensions/perfumes are to be kept to an acceptable level.
- Holidays are not permitted during term times, unless stated in your contract.
- **Mobile phones** are not to be used on the school site.
- We kindly ask that members of staff are referred to as **Mr/Mrs/Miss/Ms etc** and surname. This is in-keeping with the school's ethos and culture of **instilling respect** for every member of the team and ensuring good role models for our pupils.
- The school prides itself on its extra-curricular provision. Members of staff are **kindly asked to help in the Wednesday "Adventurers and Explorers Club"** on a voluntary basis. This ensures the continuity of the high standard of provision that is available at the school and is greatly appreciated!
- The school kindly asks that all members of staff continue with the **Covid-19 regulations of "Hands, Face and Space"**. The school also advises staff to adhere to these regulations off-site too – where possible.



Classes

Blagur Haf Creche

Manager- Melissa Connah

Deputy Manager -Samantha McNamara

Playgroup

Playgroup Leader – Jessica Cook

Nursery

Nursery Leader – Rachel Ode

Reception Class – Lindsea Roberts

Year 1 – Carys Edwards

Year 1 – Shannon Jones

Year 2 – Susan Parry

Year 2 – Debby Michael

Year 3 – Iolo Jones

Year 3 – Martin Parry

Year 4 – Lisa Ellis-Roberts

Year 4 – Elizabeth Owens

Year 5 – Nicola Jones

Year 5 – Kirstin Jones

Year 6 – Simon Browne

Year 6 – Karina Jones



Clubs

BREAKFAST CLUB



- Breakfast Club – Monday to Friday 7:30am-8:30am
- Registered Person - Carys Edwards
- Person in Charge - Lowri Owen

Supervisors include: -

Samantha Griffiths

Lianne Taylor-Hayhurst (ELSA)

Shannon Cottington

Courtney Roberts

Sarah Rossington

Gwenllian Frazer

Jessica Cook

Rebecca Roberts



After School Club



- After School Club – Monday to Friday 3:40pm-6:00pm
- Registered Person is Carys Edwards
- Person in Charge is Lowri Owen

Supervisors include: -

Samantha Griffiths

Lianne Taylor-Hayhurst (ELSA)

Shannon Cottington

Courtney Roberts

Sarah Rossington

Gwenllian Frazer

Jessica Cook

Rebecca Roberts

Sarah Williams



Extra-curricular Clubs

The ‘ Adventurers and Explorers Club: Wednesdays 3.30 – 4.45 p.m.

- This Club offers pupils the opportunity to enjoy a programme of activities which changes regularly, and which offers such experiences as, drama, ceramics, art and craft, gymnastics, athletics, team games, photography etc.
- Club members are taught by the School’s Teaching Staff.
- Club member are given light refreshments as part of the club fee.

Holiday Club

- This club offers each pupil attending an opportunity to enjoy such activities as, team games, camping/orienteering, athletics, golf, art and craft and much more.
- Pupils are taught by the school’s Support Staff.
- Breakfast and snacks/tea are provided as part of the Holiday Club fee.

The School also arranges such activities as:

1. Educational Visits – once a Term.
2. Urdd Activities (Welsh League of Youth), Eisteddfodau competitions, concerts etc.
3. Annual School Trips – June and July of each Academic Year.
4. Functions arranged by the School’s Parents and Friends of the School Association.





Safeguarding and Staff Development

Caergeiliog Foundation School believes strongly in developing each member of the team. During your time at the school, you will be involved in a range of courses and In-Service training that will help to develop your role within the school.

Every year, each member of staff completes a Child Protection Course as well as the Prevent course. These courses are imperative so that everyone remains up-to-date and well-informed with regards to safeguarding within the school.

It is important that you know who is responsible for Safeguarding in the School. Below, are the members of staff who are the Designated Safeguarding Leads in the school: -

Simon Browne – Deputy Head Teacher/Senior Designated Safeguarding Lead

In the absence of the Senior Designated Safeguarding please contact: -

Lindsea Roberts – Leader of the Foundation Phase/Designated Safeguarding Lead

OR

Elizabeth Owens – ALNCo/Well-being Officer/Designated Safeguarding Lead

Designated Safeguarding Leads – Governing Body – Leiah Roberts/Karen McCarter

Anglesey County Council Information: -

**Teulu Môn -Isle of Anglesey County Council Offices
Llangefni Anglesey LL77 7TW**

**Designated Safeguarding Lead – Gwyneth Hughes
gwynethhughes@ynysmon.gov.wales**

Tel: 01248 725888 or emergency out of hours tel: 01248 353551

Email: teulumon@anglesey.gov.wales

The majority of our on-line courses take place on the digital platform “Educare”. As a new member of staff, you will be registered on Educare and given access to a wide range of courses.

Should you be interested in a course, eager to develop yourself professionally or require professional advice, please contact the school’s CPD Coordinator.



Ysgol Caergeiliog Foundation School



SAFEGUARDING CHILDREN POLICY

PURPOSE OF THE POLICY

'Do the fundamentally good things that keep children safe'

The following individuals are the Safeguarding Children Designated Persons at the school:

Safeguarding Children Senior Designated Person: **Simon Browne**,

Safeguarding Children Designated Leads: **Elizabeth Owens/ Lindsea Roberts**.

Designated Governors for Safeguarding Children: **Karen McCarter/Leiah Roberts**

1.0 INTRODUCTION

1.1 Ysgol Caergeiliog Foundation School fully recognises its contribution to child protection.

There are four main elements to our policy:

- Prevention of harm through teaching and pastoral support offered to learners.
- Procedures for identifying and reporting on cases, or cases where abuse is suspected.
- Due to the daily contact between staff and children, we are in an advantageous situation to identify any signs of abuse and to offer support for learners who have possibly been victims of abuse.

1.2 Our policy applies to all staff and volunteers who work at the school including our Governors. The well-being officer, a teaching assistant, break or lunchtime supervisor, carer, secretary, technical or administrative member of staff might be the first person a child informs of being abused.

2.0 PREVENTION

2.1 We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with reliable adults reduces the risk of substantial harm to children by keeping them safe.

With comprehension of this, the school will:



- Establish and maintain an ethos where learners can feel safe and are encouraged to speak openly and to be listened to by any member of staff at the school.
- Ensure that learners know that there are adults at the school whom they can turn to in for advice and feel confident that they will be listened to fairly without prejudice.
- Include PSHE activities and opportunities in the curriculum to develop the necessary skills to safeguard themselves from abuse and to know who to turn to for help.
- Include material in the curriculum to assist learners to develop realistic attitudes towards life responsibilities, especially in terms of caring for children, bringing up a family and being good parents.

3.0 PROCEDURES

3.1 We will adhere to the Wales Safeguarding Procedures approved by the Local Safeguarding Board.

3.2 The School will:

- Ensure that a member of the senior management team has been deputised by the headteacher, who has the main responsibility for Safeguarding Children and has received appropriate training.
- Acknowledge the role of the Designated Co-ordinator for Safeguarding Children, arrange training, and provide support. All members of staff involved in Safeguarding Children will have received the appropriate training which has been approved by the Local Safeguarding Board.

Ensure that all members of staff and each governor is aware off:

- The name of the Designated Person and their role.
- The correct procedure to follow if they expect that a child is enduring or is at risk of enduring substantial harm.
- Their responsibility as individuals to refer child protection concerns by using the correct channels and within the deadlines agreed by the Local Safeguarding Children Board.
- How to address those concerns if the designated person is unavailable and understands the process of referral.
- The referral process if there are concerns about the Headteacher.

3.3 Ensure that members of staff are aware of the need to be aware of signs of abuse and know how to respond if a child alleges that they were abused.



3.4 Understand that it is required to keep a detailed and accurate record of any disclosure made by a child who raises concern.

3.5 Ensure that parents understand the responsibility of the school and of the staff in terms of safeguarding children by noting those responsibilities in the school prospectus and raising awareness of the contact numbers on the school website.

3.6 Understand that a pupil can be referred to social services either as a child in need, with parental consent or as a child at risk of substantial harm (parental consent is not required to refer under these guidelines). It is important that staff, pupils and parents understand that there is no need for parental consent to refer to Social Services if a child makes an allegation of abuse against a parent and suffering or is likely to suffer substantial harm. Social Services and the Police will need to commence an initial assessment which will involve speaking to the child as soon as possible.

3.7 Provide child protection training (Level 2) to all staff. Level 3 training will be provided to the Headteacher, Designated Person and Designated Governors every two years. This training is to ensure everybody understands.

- Their own responsibility.
- The locally agreed procedure.
- That there is a need to be vigilant to identify the symptoms and signs of abuse; and
- How to support a child who alleges that abuse has occurred.

3.8 Notify the local Social Services team if:

- A pupil placed on the child protection register is excluded either for a fixed term or permanently; and
- If a child who is on the child protection register is absent from school without explanation for more than two days (or a day following a weekend).

3.9 Develop an effective link with the appropriate agencies and collaborate on enquires into abuse including being present in the case from the start in safeguarding children conferences, core groups and presenting written reports to the conferences.

3.10 Keep written records of concerns (My Concern IT Program) about individual children (including dates, incidents and the measures taken), even if there is no need to refer the matter immediately to the authorities.

3.11 Ensure that records about cases are always safely locked away in the main office store cupboard next to the Headteachers office.



3.12 Adhere to the procedure mentioned in the Welsh Assembly Government guidelines in the circular 45/2004 Disciplinary Procedures.

4.0 THE RECRUITMENT AND STAFF APPOINTMENT PROCEDURE IN SCHOOLS

4.1 Ensure that the recruitment and staff appointment procedure comply with the LA Policy relating to DBS Procedures and the Disclosure Policy.

4.2 Appoint Designated Governors with responsibility for Safeguarding Children who will supervise the schools safeguarding children policy and its administration.

5.0 SUPPORT FOR THE AT RISK PUPIL

5.1 We acknowledge that children who may be at risk of substantial harm, face abuse or have witnessed violence, may suffer terribly as a result.

5.2 The school maybe the most stable, quiet, and stable part of the child's life. However, a child who suffers at home can behave in a way that attracts attention, whether it be through challenging behaviour or through out of the ordinary behaviour.

5.3 The School will try to support the learner through:

- The school ethos which promotes a positive, supportive, and safe environment and facilitates each individual learner as a valuable member of the school society.
- Adhering to the Schools Behaviour and Disciplinary Policy that specifically refers to vulnerable learners. Each member of staff has a positive attitude which focuses on the child's behaviour without harming the young person's self-respect.
- Ensuring that the learner realises that some behaviour is unacceptable, that every individual is important to the school and that they realise that the child is not to blame for any abuse that has occurred.
- Contacting other learner support agencies, such as social services, Children and Adolescent Mental Health Services, the Education Psychology Service, Behaviour Support Services, and the Inclusion in Education Service.
- Keeping clear and concise records and informing Social Services if there is a regular concern about a child.
- Ensuring that information about a young person on the child protection register who is leaving the school is immediately transferred to the new school and notifying Social Services.



6.0 CONSENT TO REFER A CHILD IN NEED OF PROTECTION TO THE SOCIAL SERVICES DEPARTMENT

6.1 Due to the nature of the allegations, especially if they are against a parent or anyone who shares a home with the child, then IT IS NOT appropriate to discuss the matter, or obtain parental consent before transferring the matter to Social Services and it should be referred under the appropriate safeguarding children procedure.

7.0 ANTI-BULLYING

7.1 Our policy on anti-bullying is noted in a separate document and this is annually reviewed by the Governing Body.

8.0 REASONABLE FORCE

8.1 Our policy on safe intervention is noted in a separate document and this is annually reviewed by the Governing Body.

9.0 CHILDREN WITH A SPECIAL EDUCATIONAL NEEDS STATEMENT

9.1 Statistically, children who have disabilities and behaviour problems are the most vulnerable. Members of staff who deal with children with serious and multiple disabilities or sensory impairments must be alert to signs of abuse.

10.0 DEALING WITH AN ALLEGATION THAT A MEMBER OF STAFF IS RESPONSIBLE FOR ABUSE

10.1 If an allegation of abuse is made, the Headteacher should refer the matter to The Referrals Team in Social Services and immediately inform the Local Education Authority. However, it must be accepted that the situation must be dealt with there and then and the school should follow the steps below at that time:

Step 1. EACH member of staff who witnessed the incident must provide a verbal and written record to the attention of the Headteacher regarding the allegations, (unless the allegations are against the Headteacher – See Below).

Step 2. The Headteacher must assess the risk to the child immediately and determine what would be best for the child (medical advice will possibly be required).

Step 3. If a member of staff does not know about the allegations, it would be wise to obtain advice from Social Services and the member of staff should be informed that an allegation has been made against them. The member of staff should not be informed of who made the allegation.

Step 4. Depending on the seriousness of the accusation, the Headteacher might be required to keep the member of staff and pupil separate and decide whether or not the member of staff should be suspended from work. If a decision is made not to suspend the member of staff, it should be ensured that a risk assessment is undertaken on a joint basis by the Headteacher and the Chair of the



Governing Body. Suspension should be considered as a neutral and impartial course of action.

Unless the member of staff already knows, the Headteacher has no right to state who is making the accusation, or any details about it.

For the investigation to be undertaken thoroughly, an immediate suspension might be required. The member of staff will have the right to contact their Union for advice and this is a neutral course of action.

The member of staff must be given a contact name within the school of whom they can contact.

The member of staff must receive the phone number for the Counties Counselling Service.

Step 5. Social services must be informed as soon as possible once an accusation is made against a member of staff, and on the same day the matter is put before the Child Protection Designated Person.

The responsible member of staff should telephone **01248 725888** to speak to the Referrals Team from Social Services in order to receive advice and guidance.

Having received verbal information, the appropriate Senior Manager with responsibility in the Local Authority's Social Services must co-ordinate the response.

Step 6. It is essential that the LEA's Designated Officer for Safeguarding Children is informed of the allegations as soon as possible and on the same day the matter is brought to the attention of the Child Protection Designated Person, as they can also offer advice – Gwyneth Hughes should be telephoned on **01248 753908** and the call should be confirmed by email.

Step 7. The Anglesey Child Protection Referral Form should be completed as soon as possible with details of the child making the accusation and all known details about the incident.

The form should be emailed to the Anglesey Safeguarding Team, Teulu Mon: teulumon@ynysmon.gov.uk at the same time, a copy should be emailed to the Designated Officer in the LEA: gwynethhughes@ynysmon.gov.uk

Step 8. Within 48 hours or sooner, if possible, the Senior Manager of Anglesey's Social Services Department will call a strategy meeting where the Headteacher is invited to provide all available information at the meeting regarding: a) the child and b) the member of staff.

The Headteacher must inform the Chair of the Governing Body about the accusation and invite him/her to be present at the strategy meeting.

IT IS NOT THE HEADTEACHERS ROLE TO INVESTIGATE THE ALLEGATION – THAT DECISION IS MADE DURING THE STRATEGY MEETING.



However, the Headteacher will need to receive as much information as possible in order to obtain facts about the allegation. The information will be useful at the strategy meeting as they decide on the next appropriate steps.

11.0 DEALING WITH AN ACCUSATION AGAINST THE HEADTEACHER

11.1 If the accusation is against the Headteacher, the Chair of the Governing Body should be informed, and it is the responsibility of the Governing Body to inform the LA's Child Protection Designated Officer.

The Child Protection Designated Officer for Anglesey Council is Mrs Gwyneth Hughes, her contact details are **01248 752908**, gwynethhughes@ynysmon.gov.uk

If Mrs Gwyneth Hughes is unavailable, then the Chair of Governors must contact the Head of Education by telephoning **01248 752916**.

If the LA Officer is not available, or if it is decided that further advice is needed, this should come from the child protection designated manager in the Authorities Social Services. This is not the same as referring a case to the authority, but it could help the authority and the school when assessing the situation and deciding on the most appropriate steps.

If the allegation involves an offence or if it appears as though a child has been harmed or is likely to be harmed, the LA and the school must immediately refer the case in accordance with child protection procedures as established by the Local Safeguarding Children Board. The case will be referred to Anglesey Social Services. The Police will intervene if the accusation involves an offence.

12.0 DEALING WITH AN ACCUSATION AGAINST A MEMBER OF THE GOVERNING BODY

12.1 If the allegation is made against a member of the Governing Body, then the case should be referred to the LEA's Safeguarding Children Designated Officer.

13.0 TIME-SCALE FOR DEALING WITH AN ALLEGATION AGAINST A MEMBER OF STAFF, THE HEADTEACHER OR A MEMBER OF THE GOVERNING BODY

Step 1. The LEA's Social Services Department must be informed as soon as possible about an allegation of abuse/offense against a child by a member of staff or the Headteacher, and on the same day the incident is brought to the attention of the Child Protection Designated Person, or any other member of the Governing Body.

You should call 01758 8704455 to speak to the Duty Social Worker for advice.

Having received details verbally, the response is co-ordinated by the appropriate Senior Manager in the Social Services Department.

Step 2. It is essential that the LEA's Designated Officer for Child Protection is informed of the allegation on the same day the allegation is brought to the attention



of the Schools Child Protection Designated Person or any other member of staff or Governing Body so that further advice can be provided.

You should call 01248 752888 to speak to the Designated officer for Child Protection.

Step 3. Within 48 hours or sooner, if possible, the Senior Manager of Anglesey Social Services will call a strategy meeting where the Senior Member of staff is invited to attend and submit all known information regarding:

a) the child and b) the member of staff or Headteacher

(If the allegation is made against a member of staff or the Headteacher, the Chair of the Governing Body will be invited to the strategy meeting)

If the allegation is made against the Chair of the Governing Body, the Headteacher will attend the strategy meeting as well as a Governor with responsibility for Safeguarding Children.

The LA's Designated Person for Safeguarding Children or a representative of the Education Director will be present at each strategy meeting relating to a member of staff or the Governing Body. Also, a member from the Human Resources Department will be invited to attend.

14.0 REFERRAL

Each case involving children must be referred by completing the Anglesey Social Services Referral Form, including as much information as possible.

If there is an urgent concern about a child's safety, the situation should be referred immediately by telephoning Anglesey Children Services or the Police. In such cases, the referral Form will be completed and sent to the Referrals/Assessment Team on the same working day in accordance with the WALES SAFEGUARDING PROCEDURES GUIDELINES.



The Prevent Duty

INTRODUCTION

From the 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “**due regard to the need to prevent people from being drawn into terrorism**”.

This duty is known as the **Prevent Duty**. It applies to a wide range of public-facing bodies. Bodies to which the duty applies **must have regard to the statutory guidance**.

NOTE: This guidance compliments the statutory guidance

Procedures for implementing PREVENT:

Caergeiliog Foundation School has clear procedures in place for protecting children at risk of radicalisation. These procedures are set out in existing Safeguarding Policies. It is not necessary to have distinct policies on implementing the Prevent Duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance.

The Prevent Duty: What It Means.

1. In order to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.
2. Protecting children from the risk of radicalisation, should be seen as part of the School’s wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influence.
3. The School can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
4. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, the School will provide a safe space in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.



5. For Early Years, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

NOTE: The Prevent Duty is entirely consistent with the School's existing responsibilities and should not be burdensome.

Risk Assessment

The School carries out Risk Assessments to assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting pupils and how to identify individual pupils who may be at risk of radicalisation and what to do to support them.

The general risks affecting pupils may vary from area to area, and according to their age. Therefore, the School recognises it is in an important position to identify risks within its local context.

It is important that staff understand the risk so that they can respond in an appropriate and proportionate way.

At the same time staff should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The School will work with the local authority and local police to gather contextual information regarding risks in the area.

Identifying who is likely to be susceptible to a terrorist ideology:

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to:

- Changes in children's behaviour which could indicate that they may be in need of help or protection.
- Children at risk of radicalisation may display different signs or seek to hide their views.
- Staff must use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately.
- Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.
- The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.



Staff Training

The school acknowledges the importance of Prevent awareness training to equip staff to identify children at risk of being into terrorism and to challenge extremist ideas. Therefore:

- All employees and Governors are required to be trained in the School Safeguarding Procedures and PREVENT DUTY.
- Information relating to the School's Safeguarding Procedures and PREVENT DUTY will also be given to parents, carers and visitors.
- The School identifies its training needs in the light of its assessment of the risk. As a minimum, however, the School will ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of the staff on protecting children from the risk of radicalisation.

I.T. Policies

The School will ensure that the pupils are safe from terrorist and extremist material when accessing the internet. The School ensures that suitable filtering is in place.

Moreover, the School recognises that it has an important role to play in equipping the pupils with the necessary skills to stay safe online, both in School and outside. Internet safety is integral to the School's ICT curriculum and is embedded in the PSHE and SRE.

As with other online risks of harm, all staff need to be aware of the risks posed by the online activity of extremist and terrorist groups.

The Aim: Building children's resilience to radicalisation:

As explained above, the School aims to build pupils' resilience to radicalisation by:

- Providing a safe environment for debating controversial issues
- Helping them to understand how they can influence and participate in decision making.
- Promoting the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

The School recognises that personal, social and health education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. This subject should be used to teach pupils to:

- Recognise and manage risk



- Make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.

They can also develop effective ways of:

- Resisting pressures, including knowing when, where and how to get help.

The School will also encourage pupils to develop positive character traits through PSHE, such as:

- Resilience
- Determination
- Self esteem

And

- Confidence

Citizenship in the School curriculum should help to provide pupils with the :

- Knowledge
- Skills

And

- Understanding to prepare them to play a full and active part in society.

It should equip pupils to:

- Explore political and social issues critically
- Weigh evidence, to debate

And

- To make reasoned arguments

In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

What to do if you have a concern:

If an employee, Governor, parent, carer or visitor has a concern about a particular pupil they should follow the School's normal Safeguarding Procedures, including:

- Discussing with the School's designated safeguarding lead

And

- Where deemed necessary with children social care services.



In prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.



E-Safety Policy

1 Who will write and review the policy?

- Our e-safety Policy has been written by the staff. The policy has been agreed by the leadership team and approved by the Governing Body. It will be reviewed regularly.
- Changes will be made immediately if technological or other developments so require.

2 What is e-Safety?

- E-Safety encompasses Internet technologies and electronic communications such as mobile phones. This policy highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experiences.
- This policy will operate in conjunction with other school policies including those for ICT, behaviour, bullying, PSHCE and child protection.

TEACHING & LEARNING

3 Why is Internet use important?

- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.
- Internet use is a part of the statutory curriculum and a necessary tool for learning.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.
- The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.
- Pupils use the Internet widely outside school and will need to learn how to evaluate Internet information and to take care of their own safety and security.

4 How does the Internet benefit education?

- Benefits of using the Internet in education include:
- Access to world-wide educational resources including museums and art galleries;
- Inclusion in government initiatives such as the National Grid for Learning (NGfL) and the ICT Mark (Naace);
- Educational and cultural exchanges between pupils world-wide;
- Cultural, vocational, social and leisure use in libraries, clubs and at home;
- Access to experts in many fields for pupils and staff;
- Professional development for staff through access to national developments, educational materials and effective curriculum practice;



- Collaboration across support services, professional associations and between colleagues;
- Improved access to technical support including remote management of networks and automatic system updates;
- Access to tools of direct communication, including video conferencing and email.
- Exchange of curriculum and administration data with The Welsh Assembly Government and Local Authority.

5 How can Internet use enhance learning?

- The school Internet access will be designed expressly for pupil use and will include filtering.
- Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Internet access will be planned to enrich and extend learning activities.
- Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

6 How will pupils learn to evaluate Internet content?

- If staff or pupils discover unsuitable sites the URL (address) and content must be reported to the Internet Service Provider via the ICT co-ordinator.
- The school will ensure that the copying and subsequent use of Internet derived materials by staff and pupils complies with copyright law.
- Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Pupils will be taught to acknowledge the source of information and to respect copyright when using Internet material in their own work.
- The evaluation of on-line materials is a part of every subject.

MANAGING INFORMATION SERVICES

7 How will our ICT system security be maintained?

- The school ICT systems will be reviewed regularly with regard to security.
- Virus protection will be installed and updated regularly.
- Use of data storage facilities by pupils within school is prohibited to protect against virus transfer.
- Files held on the school's network will be regularly checked.
- The ICT Subject Leader/ Network Manager will ensure that the system has the capacity to take increased traffic caused by Internet use.

8 How will e-mail be managed?

- Pupils must tell a teacher immediately if they receive offensive e-mail. The instance will be recorded by the System Administrator and appropriate sanctions applied.



- Pupils must not reveal personal details of or those of others, or arrange to meet anyone in e-mail or other electronic communication, in line with e-safety guidelines.
- Excessive social e-mail use can interfere with learning and may be restricted.
- E-mails sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper, this is in guidance with the school's Internet policy.

9 How should Web site content be managed?

- The point of contact on the Web site will be the school address, school e-mail and telephone number. Staff or pupils' personal information will not be published.
- The Headteacher will take overall editorial responsibility and ensure content is accurate and appropriate on all pages directly related to the day-to-day workings of the school.
- The Website should comply with the school's guidelines for publications.
- The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.

10 Can pupils' images or work be published?

- Images which include pupils will be selected carefully and only those children whose written parental permission has been sought will be identifiable.
- Pupils' full names will not be used on the Website when associated with photographs, or in any way which may be to the detriment of pupils.
- Pupil photographs will immediately be removed from the school Website upon request from parents, or other appropriate request.

11 How will social networking and personal publishing be managed?

- The school has a designated Twitter account which is used to inform parents of future events in the school and is managed by the ICT Coordinator.
- Pupils will be advised never to give out personal details of any kind which may identify them and / or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and e-mail addresses, full names of friends, specific interests and clubs etc.
- Pupils should be advised not to place personal photos on any social network space. They should consider how public the information is and consider using private areas. Advice should be given regarding background detail in a photograph which could identify the student or his/her location e.g. House number, street name or school.
- Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others.
- Students should be advised not to publish specific and detailed private thoughts.



- Teachers' official blogs or wikis should be password protected and run from the school website. Teachers should be advised not to run social network spaces for student use on a personal basis.

12 How will filtering be managed?

- The school will work in partnership with parents and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT Subject Leader.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the school believes is illegal must be referred to the IWF or CEOP (please see references given later).
- Filtering strategies will be selected by the school in discussion with the filtering provider where appropriate. Where possible, the filtering strategy will be selected to suit the age and curriculum requirements of pupils.

13 How can emerging Internet uses be managed?

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones are not permitted in the school unless it is accompanied by a letter from the parent stating the reason. The sending of abusive or inappropriate text messages is forbidden.
- The sending of abusive or inappropriate text messages is forbidden. To ensure this, students may not use the school network to send text messages nor may they use instant messaging.

14 How should personal data be protected?

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

POLICY DECISIONS

15 How will Internet access be authorised?

- All staff and pupils will initially be granted Internet access.
- Parents will be informed that pupils will be provided with supervised Internet access.
- Parents will be asked to sign and return a consent form.
- Pupils will not be allowed to use computers with Internet unless they are directly supervised by a member of staff.
- Guidelines relating to Internet safety are visible from all machines with Internet access, throughout the school.



16 How will the risks be assessed?

- In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material.
- However, due to the global and linked nature of Internet content, it is not possible to guarantee that access to unsuitable material will never occur via a school computer. The school cannot accept liability for the material accessed, or any consequences resulting from Internet use.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.
- Methods to identify, assess and minimise risks will be reviewed regularly.
- The Headteacher will ensure that the e-Safety Policy is implemented and compliance with the policy monitored.

17 How will e-safety complaints be handled?

- Responsibility for handling incidents will be delegated to a senior member of staff.
- Any complaint about staff misuse must be referred to the Headteacher.
- Pupils and parents will be informed of the complaints procedure.
- Parents and pupils will need to work in partnership with staff to resolve issues.
- As with drugs issues, there may be occasions when the police must be contacted. Early contact could be made to establish the legal position and discuss strategies.
- Sanctions available include:
 - interview/counselling by senior member of staff/class teacher/teaching assistants;
 - informing parents or carers;
 - removal of Internet or computer access for a period, which could prevent access to school work held on the system.

18 How is the Internet used across the community?

- The school will liaise with local organisations to establish a common approach to e-safety.
- The school will be sensitive to Internet related issues experienced by pupils out of school, e.g. social networking sites, and offer appropriate advice.

COMMUNICATIONS POLICY

19 How will the policy be introduced to pupils?

- Rules for Internet access will be posted on or near all computer systems with Internet access.
- An e-safety training programme will be introduced to raise the awareness and importance of safe and responsible Internet use both at school and home.



- Internet safety guidelines will be prominently linked from the home page of the school's intranet and Internet sites.
- Pupils will be informed that Internet use will be monitored.
- Instruction in responsible and safe use should precede Internet access.

20 How will the policy be discussed with staff?

- All staff will be given the School e-Safety Policy and its application and importance explained.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- The monitoring of Internet use is a sensitive matter. Staff should only operate monitoring procedures on instruction from the Leadership Team.
- Staff training in safe and responsible Internet use and on the school e-Safety Policy will be provided as required.

21 How will parents' support be enlisted?

- Parents' attention will be drawn to the School e-Safety Policy in newsletters, the school brochure and on the school website.
- Internet issues will be handled sensitively to inform parents without undue alarm.



The School's Policy on Promoting Positive Mental Health

Mission Statement

At Caergeiliog Foundation School we promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence.

We recognise that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year
- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Caergeiliog Foundation School recognises these needs and rights and is committed to:

- raising awareness,
- increasing understanding and
- ensuring that the School makes a difference by providing a place where all children and young people feel
 - safe,
 - secure and
 - able to achieve and experience success and well-being.



Consequently, the School strives to offer a learning environment that promotes and enhances positive mental health.

It also ensures a consistent approach which means that the School environment and School ethos all promote the mental health of the whole school community.

The School recognises that healthy relationships underpin positive mental health and have a significant impact.

It therefore strives to secure a mentally healthy environment which has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in school policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

The School's Named Lead is Elizabeth Owens

Moreover, the School recognizes that a mentally healthy environment is a place where **children and young people:**

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

It also recognizes that a mentally healthy environment is a place where **staff:**

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively



- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

The School also recognises that mentally healthy environment is a place where **parents/carers:**

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

The School also strives to secure a mentally healthy environment where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. Circle Time, SEAL, play, nurture groups, differentiated learning activities, individual timetables, parents/carers groups, challenging stereotypes, etc.

The implementation of this Policy for promoting positive mental health will:

- give the School a cohesive and co-ordinated approach to mental health
- underpin all policies and practices currently used in the School
- raise awareness as to how the whole school community can look after its own mental health and that of others
- help to de-stigmatise mental health
- support people and provide opportunities that enable everyone to reach their potential
- strengthen relationships and provide opportunities for different ways of working
- provide foundations for life-long learning
- promote and strengthen resilience throughout the whole School community and empower everyone to face life's challenges



This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole School community.

Measuring Impact

This Policy offers opportunities to measure the impact in a variety of ways:

- School Policies
- The School's ethos
- Child/Staff/Volunteer well being
- Staff/Governor/class and School Council Meetings
- Feedback from the whole School community via questionnaires and verbally, formally and informally
- The number of external referrals, Health Service, Social Care
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Volunteers

The promotion of positive mental health for children and young people is everyone's business



Ysgol Caergeiliog Staff Well-being and Support

We are here for you. We will listen. We can help.

Elizabeth Owens- Trauma and Mental Health Practitioner

Links

Education Support -contains mental health resources for teachers, lecturers and support staff dealing with the Covid-19 crisis. These topics have been highlighted as especially difficult. Contains advice and videos.

HELPLINE 08000 562 561

https://www.educationsupport.org.uk/teacher-wellbeing-help-support?qclid=EAlaIQobChMIpJm5_Z_y6QIVR-N3Ch3bUwZsEAAYASAAEql8wfD_BwE

Teacher Wellbeing – Links to other websites

<https://www.teacher-wellbeing.com.au/resources/websites/>

BBC – Teacher Support

<https://www.bbc.co.uk/teach/teacher-support/new-mental-health-and-wellbeing-support-for-teachers/z4q4scw>

Mind with Heart

Mind with Heart is an award-winning international charity based in Hackney, London, training teachers and students in sustainable wellbeing, emotional health and social connection.

<https://www.mindwithheart.org/>

Mentally Healthy Schools- Staff Wellbeing

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>



Young Minds – Staff Wellbeing

<https://youngminds.org.uk/resources/school-resources/caring-for-the-wellbeing-of-teachers-and-school-staff/>

Anxiety UK

Charity providing support if you have been diagnosed with an anxiety condition.

Phone: 03444 775 774 (Monday to Friday, 9.30am to 10pm; Saturday to Sunday, 10am to 8pm)

Website: www.anxietyuk.org.uk

Mind

Promotes the views and needs of people with mental health problems.

Phone: 0300 123 3393 (Monday to Friday, 9am to 6pm)

Website: www.mind.org.uk

Samaritans

Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24-hour helpline)

Website: www.samaritans.org.uk

Cruse Bereavement Care

Phone: 0808 808 1677 (Monday to Friday, 9am to 5pm)

Website: www.cruse.org.uk



Useful Information

School Website – www.ysgolcaergeiliog.cymru

Please ensure that you read the school's website. The website will provide you with a more comprehensive account of the school, its standards and its provision.

School Telephone Number – 01407 740 619

School E-mail – cfsadmin@ycfs.cymru

And finally...

Welcome aboard!

If you are unsure of anything during your time at the school, please do not hesitate to ask a member of staff.

We are all here to help and look after each other.



