



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

**Reviewed Sept 2021  
Reviewed Sept 2022  
Reviewed Oct 2023  
Review November 2024**

## **Cams Lane Primary School**

### **SEND Policy**

#### **School Vision**

‘Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.’

#### **‘INSPIRE, BELIEVE, LEARN’**

#### **Resilience, Resourcefulness, Respect, Reflection, Responsibility**

Cams Lane Primary School aims to offer a fully inclusive environment, high ambitions and goals for all pupils. We aim to identify and overcome potential barriers to learning and are committed to responding to pupils’ diverse needs and abilities.

We use the five R’s to instil a sense of community and belonging and offer new opportunities to all learners that helps to build Resilience, Respect and Responsibility. We recognise that good special needs practice is good practice for all children. Through giving our children the creative tools to manage their own learning they are able to develop Resourcefulness and Reflection.

Cams Lane Primary School provides a broad and balanced curriculum for children. The teachers meet the diverse needs of all children in their class. For some SEND pupils their learning needs will be met through classroom adaptations such as setting suitable learning challenges, classroom organisation, teaching materials, teaching style, questioning and different tasks. Teachers will make requirements and provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities.

#### **Aims and Objectives.**

- To create an environment where all children can access quality learning and provision.

- To ensure all teachers are responsible in early identification and appropriate assessment to meet the needs of all pupils.
- To offer high quality support to ensure that all needs are met and all experience success.
- To be creative and innovative in our approach.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process including parents.
- To ensure that parents are able to play their part in supporting their child's education.
- To support our children in having a voice in this process.

These objectives will be supported and achieved by the assess, plan, do review cycle when necessary.

### Definition of Special Educational Needs

The statutory SEND Code of Practice (2015) sets out the definition of special educational needs used in England as children who;

- have a **significantly greater difficulty** in learning than the majority of children of the same age.
- **have a disability that prevents or hinders them from making use of educational facilities** generally provided for children of the same age in mainstream schools.

Children are defined as having special educational needs if they have a difficulty that calls for special educational provision to be made for them.

Cams Lane recognises that there are a number of children who are achieving the learning outcomes appropriate for their age and accessing school life successfully despite a disability or additional need. Some children who have a diagnosis of an additional need, will have their needs met by quality first teaching or a Care Plan. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN.

At Cams Lane, we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher and parent/carer. We recognise that there are other factors which may impact on progress and attainment other than SEND, these may include issues in relation to:

- Attendance and punctuality
- Family issues
- Housing difficulties
- Health and Welfare
- English as an Additional Language

These children will be placed on our vulnerable child list, they may have pastoral support from school and external agencies working with them.

A TAS (Team Around the School) may be put in place to support the family further. The TAS system's aim is to identify and address barriers to achievement, both academic and emotionally and to work alongside parents and carers to find solutions for these barriers by setting specific targets for both school and home. TAS meetings provide an opportunity to focus on the needs of the children. Keeping Children Safe In Education' 2019, states that 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.'

### **A Graduated Approach to SEN Support**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

To enable all children to achieve their personal learning outcomes, Cams Lane uses a four-step graduated approach. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school.

**Step 1:** Inclusive Quality First Teaching

**Step 2:** Some additional support (SENDCo involved)

**Step 3:** Further level of additional support (External agencies involved)

**Step 4:** High Level of Support (EHC Plan; Multi-agency involvement)

#### **Step 1**

All children at Cams Lane have an entitlement to high quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include learning objectives, which are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning taking different learning styles into account.

#### **Step 2**

These are children who are beginning to show some signs of emerging needs or those who are not making adequate progress, despite having access to a differentiated curriculum. These children will have access to teacher planned interventions, specific interventions or resources matched to need such as;

- Additional time to devise the nature of the planned intervention and to monitor its effectiveness;
- SEMH intervention
- Learning intervention
- Different learning materials or special equipment
- Some group or individual support

This information will be recorded on a Pupil Profile.

If, after this additional support and close monitoring of the interventions and progress made, the child:

- continues to make little or no progress in specific areas over a set time period
- continues working at levels below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioral difficulties which substantially and regularly interfere with the child's own learning or that of the class group,
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Then, support may be needed from external agencies and referrals can be made by the SENCO. External support services will provide recommendations for the school.

### **Step 3**

These children are not making adequate progress, despite having access to differentiated curriculum and intervention.

The school may seek the advice and assessment of other agencies. Following assessment, a decision will be made as to what support the child needs. Pupil Profile will follow the assess, plan, do, review format and will have;

- short-term targets/outcomes planned for the child (SMART Targets)
- the teaching strategies to be used and who is delivering them and expected impact
- pupil voice
- Intervention Assessment Sheet will record;
- clear assessment at the start of the intervention
- informal assessment mid-way
- a clear assessment at the end of the intervention with review and next steps

The Pupil Profile will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

The delivery of the interventions recorded on the Pupil Profile continues to be the responsibility of the class teacher

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

School liaises with the following services;

- Educational Psychology Service
- Additional Needs Team
- Speech and Language Therapists
- Occupational Therapists
- CAMHs and Paediatrics
- SENDiass
- School Nurse
- Continence Team
- SEN Team
- Outreach Team
- CYPIC - Looked After Children Team
- Early Help
- Early Break
- Social Services
- Sensory Needs Team
- Inclusion Team
- Bereavement support
- First Point - Service for parents at home for children with Special Educational Needs
- Bury Young Carers
- Bury2together

If a child continues to demonstrate significant cause for concern. There may be the possibility of a future Education Health Care Plan (EHC Plan) referral for these children. Evidence will be collated from the assess, plan, do, review process.

#### **Step 4**

These are children who have complex and long term needs and who have a Education, Health and Care Plan (EHC Plan) or who will be referred for an EHC Plan assessment in the near future.

## **Identification, Assessment and Provision**

Cams Lane Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards, June 2013)

### **Assess**

Cams Lane uses a variety of ways to assess a child with special educational needs to identify additional and different provision. Staff must record a concern on the alert to SENDCo form.

Assessment may be collated from; school assessment data, teacher judgments, observations, discussions with key staff, parents and child, specific assessment targeted to need, carried out by SENDCO and assessments from outside agencies.

### **Plan**

Discussions will be held with key staff, parents and external agencies if needed, to plan for what needs to happen. The plan will be outcome focused with the parent and child at the center of the planning. The intervention and support will be outlined on the Pupil Profile and expected impact on progress, development and behavior recorded with time limits.

### **Do**

The plan will be implemented as agreed showing who, what, when and how. Key staff will continue to observe and record evidence.

### **Review**

A discussion with key staff, external agencies, parents and child will review and analyse the effectiveness of the interventions and the impact on the pupil. These will be held termly or more frequently if needed. Next steps will be planned and implemented.

## **What we offer in school**

### **Nurture Groups;**

Friendship groups to support children in making friends, managing new experiences and change, confidence and social skills.

Self-esteem groups to explore self-identity, building their own and others self-esteem and developing responsibility.

**Motor skills United-** supporting children with fine and gross motor skills, balancing and co-ordination

**Time to Talk** - social skills and social communication group

**Wishes and Feelings** - one to one support

**Pastoral support** - one to one support looking at strategies to manage anxiety

**Bespoke timetables**

**Bespoke learning interventions**

**Learning interventions depending on area of need**

## **Roles and Responsibilities**

### **The Role Of The Governing Body**

The Governing Body has due regard to the Code Of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body seeks to secure the necessary provision for any pupil identified as having special educational needs. The Governors report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school, that SEND provision is being made for their child.

The Governing Body has identified a Governor, to have specific oversight of the school's provision for pupils with special educational needs. The SENCO ensures that the designated governor is kept up to date with all SEND issues in the school by way of a termly report.

The SEND Governor will ensure that the Governing Body are aware of the school policy and provision including the deployment of funding, equipment and personnel.

### **The Role of the Headteacher**

Responsible for

- The Headteacher keeps the governing body fully informed and oversees and line manages the work of the Special Educational Needs Co-ordinator.
- The Headteacher and Special Educational Needs Co-ordinator seek out and share best practice with the LA and other schools.

### **The Role of the SENCO**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Managing day to day needs of children with SEND.
- Making referrals to external agencies when needed.



- Ensuring that parents are:
  1. Involved in supporting their child's learning.
  2. Kept informed about the support their child is getting.
  3. Involved in reviewing how they are doing.
- Liaising with external agencies
- Updating the school's SEND register and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Report to the Head teacher regularly.
- Report to the SEN Governor termly.

### **Class Teachers**

Responsible for:

- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENDCO know as necessary.
- Writing Pupil Profiles and sharing and reviewing these with parents
- Ensuring that all staff working with children in school are helped to deliver the planned work / intervention so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **SEN Teaching Assistants**

Responsible for:

- Keeping records up to date.
- Regularly feeding back to the teacher/SENDCo so that this can be fed into planning and target setting.
- Contributing to pupil progress and annual review meetings and Pupil Profile Reviews.

### **Parents**

As a school we welcome the involvement of parents in our work for all our children and recognise the vital role that parents play in supporting their children's education.

Parents are treated as equal partners and we encourage a close partnership with our parents through our 'Open Door' policy. School has positive attitudes to parents and strive to ensure they understand procedures and are aware how to access advice and support. Parents are involved in supporting the target setting process and are provided with guidance on how to help their children at home. We endeavour to extend support to the best of our ability. We offer parenting courses, parent counselling, one to one parenting support and sign posting to other services.

## **Pupil Participation**

Pupils are encouraged to participate in the decision-making process, we ask for children's viewpoints and feelings before meetings and pupils where possible are involved in writing their own pupil profile including the setting and reviewing of targets. The school council are involved in decisions around making the school inclusive and we use pupil voice questionnaires to consider the needs of all. If needed a child will be supported in expressing their opinion.

## **Children with English as a Second Language.**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

## **Children with Physical Needs and/or Intimate Care Needs.**

Children in our school with physical and/or intimate care needs will have their needs met and monitored usually through a care plan. This will be written by the SENCO in conjunction with the parents, the child and any health professionals involved with the child. A Care plan is sometimes used alongside a Pupil Profile. Please refer to the Intimate care policy.

## **Allocation of resources**

The LA provides the school with money in its school budget towards meeting pupils' special educational needs.

The school spends this money on:

- SENCO time to co-ordinate provision and manage documentation
- training for teachers and teaching support staff so they can meet pupils' needs more effectively
- specialist equipment and resources including intervention material
- learning support assistants and/or specialist teachers to work one-to-one or with small groups

The details of how individual pupils receive support are recorded and evaluated on group and class provision maps.

## **Monitoring and Evaluation of SEND**

Cams Lane monitor and evaluate the effectiveness of the provision carried out in the following ways:

- Classroom observation by the SENDCo.
- Tracking pupil progress using assessment data.
- The assessment of progress made by intervention groups.
- Scrutiny of planning by the SENDCo
- Pupil voice
- Pupil involvement in writing Pupil Profiles
- Parent and pupil views through reviews
- Monitoring targets, evaluating the impact.
- Termly review of provision map.

## **Complaints Procedure**

All complaints must be brought to the attention of the SENCO, in the first instance, who will, as necessary, involve the head teacher and/or class teacher. All complaints will be dealt with efficiently, to the best of our ability, until a reasonable agreement is reached to solve the issue.

The SEN Governor will be informed of all complaints received by the school.

## **Appendices**

1. Pupil Profile
2. Intervention Sheet
3. Care Plan
4. IntimateCarePolicy



**CARE PLAN**  
Name



Insert photo here

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**CARE PLAN**

NAME	School	DOB	Gender	Ethnicity
Year	SSA			

**Medical Condition;**

**Factors relating to medical conditions including procedures;**

**Impact of condition on education;**

**School Trips;**

**Moving/Handling Advice;**

**Medication;**

**Equipment;**

**I consent to the above care plan being carried out/administered by school staff. This may sometimes be on a 1:1 basis, and at other times may involve more than one member of staff as deemed appropriate. I agree to notify the school immediately should any changes be required in order to meet the needs of my child.**

SSA/Support Staff.....

SENCo.....

**Parent/Guardian** .....

**Child, where appropriate** .....



# POLICY FOR INTIMATE CARE

Policy	Intimate Care
Date adopted	June 2020
Reviewed date	Feb 2023
Review date	Nov 2024

'Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.'

**'INSPIRE, BELIEVE, LEARN'**

**Resilience, Resourcefulness, Respect, Reflection, Responsibility**



## **Introduction**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have soiled themselves) to intimate personal areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure.

The issue of intimate care is a sensitive one and will require staff to be respectful of the child's needs. The child's dignity should always be preserved with a high level of privacy, choice and control.

Cams Lane Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Cams Lane Primary School recognises that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

### **Our approach to best practice**

The management of all children with intimate care needs will be carefully planned.

Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in lifting and moving) and are fully aware of best practice. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/occupational therapist as required.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as he/she can. This may mean, for example, giving the child responsibility for washing themselves. Individual care plans will be drawn up for particular children as appropriate to suit the circumstances of the child.

The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), there will be two members of staff present.

Intimate care arrangements will be discussed with parents/carers, usually at the annual review, further interim meetings will be held as needed, and recorded on the child's care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

## **The Protection of Children**

Education Child Protection Procedures and Inter-Agency Child Protection procedures will be adhered to.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection, (Mrs M Graves).

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed (see Cams Lane Safeguarding and Child Protection, and Whistle Blowing policies).

## **Individual Childs Needs**

We will ensure that an individual child's needs are met whilst having regard to the needs of all the other children within the school. There are a number of issues to consider when responding to an individual child's needs. The following advice/strategies outline how we will actively promote inclusion and the welfare of pupils.

### **Children Wearing Nappies , where there is no diagnosed medical condition and/or SEND.**

We expect all children to be toilet trained when they start our Reception in September. If, however, children are not toilet trained then the following procedure will be followed. Our aim will always be to promote independence in the child so they can go to the toilet unaided.

Parents/carers will be asked into school to discuss the issue, a plan will be put into place where the Reception staff and Parents will work together to devise and follow a training schedule.

The child will be expected to wear knickers/underpants when in Reception to aid the training process.

Parents/carers will provide adequate changes of clothes, including, socks and shoes, parents will also provide wipes.

Staff will assist the child to change if/when they have an accident during this period of toilet training.

This process will be reviewed weekly and Reception staff will discuss progress with parents/carers.

Most children will be toilet trained by October half term, if this is not the case then a referral will be made to health visitors to support parents/carers and the child at home.

We understand that there will be the odd isolated accident in Reception and this will be dealt with sensitively and appropriately where necessary.

### **Children wearing nappies, where there is a diagnosed medical condition and/or SEND.**

When asked by parents to admit a child who is still wearing nappies we will provide information for parents of the policy and practice in the school. A discussion between parents and school will outline who will be responsible within the school for changing the child and when and where this will be carried out. This will allow the school and the parent to be aware of all the issues surrounding this task right from the outset.

Parents will be informed at the end of the session if and when any nappies have been changed.

### **Changing facilities/procedures**

All nappies will usually be changed in the large disabled toilet, situated opposite the school office with two members of staff present.

The changing table will be used to change a child which requires staff to lift the child onto. If a staff member is unable to lift a child they will ask another familiar adult to do this.

If, however, the child has additional needs and an outside agency, or a parent, recommends a different method then this will obviously be taken into account, always bearing in mind health and safety recommendations.

Disposable lining will be used to cover the table before each nappy change, which should be disposed of after each nappy change.

Gloves should be worn at all times.

All nappies should be disposed of in the bin provided, every nappy should be double bagged before being put in the bin. The bin will be emptied daily.

School will provide gloves, bin and the blue paper lining. All nappies, nappy sacks and wipes will be provided by the individual parents, clearly labelled.

### **Special needs**

Children with special needs have the same rights to safety and privacy when receiving intimate care. Additional vulnerabilities that may arise from a physical disability or learning difficulty will be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, those with parental responsibility and the organisation will be easily understood and recorded in the care plan.

Regardless of age and ability, the views and/or emotional responses of children with special needs will be actively sought (with advocacy arrangements made for those who can't) in regular reviews of these arrangements.

### **Safeguarding children and education staff with regard to situations which may lend themselves to allegations of abuse**

**(Physical contact, first aid, showers/ changing clothes, and out of school activities)**

### **Physical Contact**

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact.

The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny.

Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility.

Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adopted where appropriate to the individual requirements of each child.

The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues will take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it will be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff vulnerable to allegations of abuse.

Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff will deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

### **Restraint**

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property.

In such cases only the minimum force necessary will be used for the minimum length of time required for the child to regain self- control.

In all cases of restraint the incident will be documented and reported. Staff will be fully aware of the school's Positive Handling Policy, which complies with LA policy (see RPS Positive Handling Policy).

Any staff who do use restraint methods will have completed training.

### **Pupils in distress**

There may be occasions when a distressed pupil needs comfort and reassurance that may include physical touch such as a caring parent would give. Staff will remain self-aware at all times to ensure that their contact is not threatening or intrusive and not subject to misinterpretation.

Judgement will need to take account of the circumstances of a pupil's distress, their age, the extent and cause of the distress. Unless the child needs an immediate response, staff will consider whether they are the most appropriate person to respond. It may be more suitable to involve the child's relative or school's counsellor.

Particular care will be taken in instances which involve the same pupil over a period of time.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice, from their line manager or other appropriate person.

### **First Aid and intimate care**

Staff who administer first aid will ensure wherever possible that another adult or other children are present. The pupil's dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff will be in the vicinity and will be made aware of the task being undertaken.

Regular requirements of an intimate nature should be planned for in a care plan.

### **Physical Education and other skills coaching**

Some staff are likely to come into physical contact with pupils from time to time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment.

Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation.

### **Changing clothes**

Young people are entitled to respect and privacy when changing clothes. However, there will be the required level of supervision to safeguard young people with regard to health and safety considerations. Adults will avoid any physical contact when children are in a state of undress and avoid any visually intrusive behaviour.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this is not always possible when the whole class are changing for PE.

### **Out of school trips, clubs etc.**

Employees should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. Although more informal relationships in such circumstances tend to be usual, the standard of

behaviour expected of staff will be no different from the behaviour expected within school. Staff involved in such activities will be familiar with their school's/establishment's policy and all LEA Guidance regarding out of school activities.

Meetings with pupils away from the school premises where a chaperone will not be present, are not permitted unless specific approval is obtained from the head. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a child.

If staff come into contact with pupils whilst off duty, they must behave as though in their professional role and not give conflicting messages regarding their own conduct.

Nov 24  
K.Rosario