

Risk assessment

POLICY STATEMENT

La Petite Ecole Bilingue – The Stewart Bilingual School believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment, which we use as a tool to help us identify and reduce risks to our children, staff, parents and visitors to the school.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe		3.3. The learning environment 3.4. The wider context	

PROCEDURES

Our risk assessment process covers adults and children and includes:

- Identifying the hazards
- Deciding who might be harmed and how
- Evaluating the risks and deciding on precautions
- Recording the findings and implementing them
- Reviewing the assessment and updating if necessary.

We maintain lists of health and safety issues, which are checked daily before the sessions begin as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

We have risk assessments in place for specific areas within the school where a risk has been identified as moderate to high: stairs, main door, outdoor area, dining room.

We have risk assessments in place for activities undertaken by children by which have been assessed as having a moderate to high risk to the children's health and /or safety. We have risk assessments in place for all outings and visits.

We have risk assessments in place for travelling to and out of school venue. The risk assessments are written and reviewed annually.

Nov. 19

The role of the senior manager

THE SENIOR MANAGER SHOULD ENSURE THAT:

Policies are implemented by all staff.

Sufficient resources are available to enable the DSMS and other staff to discharge their responsibilities with regard to safeguarding.

Staff and volunteers are able to raise concerns about poor or unsafe practice and have their concerns addressed in a sensitive, effective and timely way.

The role of the Designated Senior Member of Staff for Safeguarding (DSMS)

THE ROLE INCLUDES:

Safeguarding policy – ensuring all staff and volunteers are aware of the setting's safeguarding policy, and that it is reviewed annually

Liaison – with the Local Authority, the Registered Person/Registered Body/Governing Body, and with ISI/Ofsted when appropriate, with regard to the safeguarding of children Records – maintenance and safe storage of Safeguarding records and copies of any referrals made to Children's Social Care

Training – ensuring that all staff receive information about Safeguarding at induction, and receive safeguarding training appropriate to their role

Awareness raising – ensuring all staff understand internal recording and reporting systems and know what to do if they are worried about a child.

Policy for inappropriate adult behaviour towards children

POLICY STATEMENT

Our school is committed to ensuring that all adults who work with our children behave at all times in an appropriate and caring manner and that we all take a personal responsibility to report any cases of inappropriate adult behaviours towards our children in line with our 3 key commitments.

1. Key commitment 1

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

2. Key commitment 2

We are committed to responding promptly and appropriately to all incidents or

Nov. 19

concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'Working Together to Safeguard Children 2018'

3. Key commitment 3

We are committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. We are also committed to empowering young children, through early childhood curriculum, promoting their right to be strong, resilient and listened to.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe	2.1. Respecting each other 2.2. Parents as partners	3.4. The wider context	4.4. Personal, social and emotional development

4. Behaviours to Watch for When Adults Are With Children

We all have personal likes and things that make us uncomfortable. "Personal space" is the private area of control inside an imaginary line or boundary that defines each person as separate.

Ideally, that boundary helps us stay in charge of our own personal space. It helps keep out the things that make us uncomfortable - unsafe and unwanted feelings, words, images, and physical contact. Solid social rules strengthen the boundary. Behaviours that routinely disrespect or ignore boundaries make children vulnerable to abuse.

We are vigilant of an adult or older child who doesn't seem to understand what's acceptable when it comes to:

a. Personal Space

- Makes others uncomfortable by ignoring social, emotional or physical boundaries or limits.
- Refuses to let a child set any of his or her own limits.
- Uses teasing or belittling language to keep a child from setting a limit.
- Insists on hugging, touching, kissing, tickling, wrestling with or holding a child even when the child does not want this physical contact or attention.
- Frequently walks in on children/teens in the bathroom.

b. Relationships with children

- Turns to a child for emotional or physical comfort by sharing personal or private information or activities, normally shared with adults.
- Has secret interactions with teens or children (e.g. games, sharing drugs, alcohol, or sexual material) or spends excessive time emailing, text messaging or calling children or youths.
- Insists on or manages to spend uninterrupted time alone with a child.
- Seems "too good to be true," i.e. frequently baby sits different children for free; takes children on special outings alone; buys children gifts or gives them money for no apparent reason.
- Allows children or teens to consistently get away with inappropriate behaviours.

Nov. 19

C. Sexual conversation or behaviour

- Frequently points out sexual images or tells dirty or suggestive jokes with children present.
- Exposes a child to adult sexual interactions or images without apparent concern.
- Is overly interested in the sexuality of a particular child or teen (e.g., talks repeatedly about the child's developing body or interferes with normal teen dating).

OTHERS SIGNS MIGHT INCLUDE IN APPROPRIATE ADULT BEHAVIOURS COULD INCLUDE:

- Controlling Behaviour
- Unrealistic Expectations
- Blaming children for problems
- Blaming children or others or own feelings: "you make me mad, "I can't help being angry"
- Hypersensitivity
- Cruelty to animals or children
- Verbal abuse
- Threats of violence
- Breaking or striking objects
- Using any force during an argument
- Neglecting children
- Emotional abuse and using inappropriate language

It is the responsibility of all staff to report any concerns they may have about adults who behave inappropriately towards any of our children to the designated Child Protection Person or to the Head Teacher.

Any concerns raised should be handled in a professional and respectful manner and should be reported confidentially to one of the designated people.

Nov. 19

Other Adults in the House Policy

The school is committed to ensuring that all the adults that the children come into contact with behave at all times appropriately towards the children and that we have carried out the necessary safety checks to ensure the adults are suitable to be on the school premises.

The other adults in the house are employed by the owner for domestic and other duties. All adults in the house have undergone Disclosure and Barring Services Checks and received clearances.

LIST NAMES

- Regina SUPRONIENE.....
- Gana Pankratyeva.....
- Mihail Botaniuk.....

The adults in the house understand the importance of safeguarding children and follow school policies in this respect.

The adults in the house are good role models for the children.

Although the adults in the house have been thoroughly checked to be suitable to be near young children they are never in sole care of the children but occasionally support the staff with the children for example:

- Helping children down the stairs
- Accompanying children, as an extra helper, on visits, outings and to the park
- Supporting staff in the outdoor play area or in the classroom on an occasional basis
- Supporting children at lunch time in the dining room

The adults in the house never support children with intimate hygiene routines i.e. nappy changing and toileting.

Policy – doors and entrance to premises

At any other time, the door between the school and the first floor is permanently closed with an access code.

Visitors

Entrance to the school is from the basement. Visitors must sign the visitor book, wear a visitor badge and be accompanied by a designated member of staff at all time.

Medical room

If the medical room is used, a member of staff will stay permanently with the sick child until the parents come and collect him.

Use of staff toilets

When using the adult toilet upstairs, member of staff must open and close the door using the access code

Supervision of children on outings and visits

POLICY STATEMENT

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensures that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.2. Parents as partners	3.3. The learning environment	4.2. Active learning

PROCEDURES

Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.

This general consent details the venues used for daily/weekly activities.

There is a risk assessment for each venue carried out, which is reviewed regularly. Parents are always asked to sign specific consent forms before major outings in compliance with Local Authority guidance.

A risk assessment is carried out before an outing takes place. All venue risk assessments are available for parents to see.

Our adult to child ratio is:

- **aged 2 and below** - 1 adult : 2 children
- **aged 2 to 5** - 1 adult : 5 children
- **aged 5 upwards** - 1 adult : 8 children

However the risk of the venue and method of transport is risk assessed and the ratio of adults may be increased accordingly.

Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.

Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.

Staff take a list of children with them with contact numbers of parents/carers.

Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

If parent helpers accompany the outing the expectations are communicated to them and they must accept that the lead teacher is in charge of all adults and children.

- Legal framework : <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits> (Nov 18)