



Doonfoot Primary School

Care & Welfare Policy

Linked to the following Articles of the United Nations Convention on the Rights of the Child:

Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24 - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

The Standards in Scotland Act 2000 reiterates Article 29, stating the mental and physical abilities of the child or young person should also be developed to their fullest potential.

Doonfoot Primary School strives to create a safe, caring school environment in which pupils are nurtured as they learn. This is fostered through the delivery of the curriculum and a commitment to pupil welfare which underpins all policies and activities of the school.

A curriculum which promotes the personal and social development of all pupils

- Planned programs of study across the curriculum, particularly in relation to Health and Wellbeing and 'Getting it Right for Every Child' (GIRFEC).
- We promote the wellbeing of the children within themes i.e. Safety, Multi-cultural education, Developing self-esteem and building relationships, Equal opportunities & Health promotion. To ensure pupils are; Safe, Healthy, Achieving, Nurturing, Active, Responsible, Respected & Included.
- To support pupils developing a strong and positive personal identity, the school aims to treat all languages and cultures with respect by encouraging children to be proud of their linguistic and cultural knowledge.
- Recognition of the rights and beliefs of parents/carers and pupils in relation to religious, spiritual and philosophical values and practices. In school assemblies and religious observance, staff are sensitive to the beliefs and views of all children. Opportunities are provided within the curriculum and school activities to help promote understanding of different beliefs and practices.
- Section 8 of the Education (Scotland) Act 1980 gives parents the right to withdraw their child from religious observance and from any education in religious subjects. This right is in line with provisions in the Human Rights Act, which gives parents the right to have their child educated in accordance with their own religious and/or philosophical convictions.

Pastoral and Support Needs of Pupils

- All pupils within our school receive support and guidance. However, there are children who
- will require considerable support and input for a number of reasons. These may be:

‘Looked After and Accommodated Children’, children experiencing or recovering from abuse or neglect.

Children who may be experiencing alcohol/substance misuse issues at home.

Children coping with serious harassment such as bullying.

Children or their family, who may be coping with long-term or serious illness.

Children who have additional support needs due to behaviour, learning difficulties or ASD (Autistic Spectrum Disorder).

- Children with Additional Support Needs: The Pupil Support Co-ordinator (School – Clair Gebbie (PT), Base Classes - Jane Eaglesham (DHT) is responsible for the supports in place for all pupils with ASN. This is monitored closely on a regular basis. The GIRFEC paperwork is completed to support this.
- Supporting Families: The school takes seriously, their role in supporting not only children, but families of children as best we can.
- Should Crisis Call: The school has in place, guidelines, should a serious incident occur involving the death of a pupil, family member or member of staff. The authority have identified, in conjunction with the Head Teacher, a team of professionals to support pupils, staff and families in such situations.

Individual Health and Medical Needs

These are addressed through the school nurse, school doctor, dental health, health visitors, occupational therapy, speech and language therapy, psychologist etc. These professionals visit the school regularly to work with, screen and support children.

- Children throughout the school, who require support with dressing, toileting etc. are treated with dignity and respect.
- Medicines: Parents have the prime responsibility for their child’s health and should provide the school with information about any medical needs pertaining to their child. Only when a child requires medication for an on-going condition, will the school assist in the administration of this. However, this would only happen following appropriate training and input from the school doctor or nurse. This would include such items as epi-pens, diabetes equipment etc. The appropriate paperwork must be completed and signed by parents.
- The Depute Head Teacher (Mr Baird) is responsible for the safe management of medicines kept in school.
- In handling medicines, schools should ensure that: All medicines are stored securely. Large volumes of medicines are not kept in school. Each medicine container shows the name of the pupil, the dose of the drug, the frequency of administration and the expiry date. Medicines are not disposed of by school staff. Parents collect medicines from school at the end of each term. Parents are responsible for the disposal of date-expired medicines.
- Infectious Diseases Such as Meningitis - See school policy on Communicable Diseases

Health and Safety Requirements

The Health and Safety at Work Act deals with health and safety in the workplace. The Education Authority must ensure that its school buildings and equipment meet safety requirements.

- **Safety and Supervision of Pupils:** The Safety and Supervision of Pupils (Scotland) Regulations 190 places a statutory duty on authorities to ensure the safety of pupils under their charge and places a duty to provide adult supervision at break times.
- **Staff must:** Be aware of their roles and responsibilities as dictated by the Authority's safety procedures. Play an active part in the promotion and delivery of the procedures. Comply with obligations placed upon them by legislation and Authority policies on health and safety. Be alert to any situation which may present a threat to the health and safety of children and adults. Report concerns about health and safety to a promoted member of staff.

First Aid:

- When first aid is required it is important that all staff, pupils and helpers fully understand the school procedures and are able to follow them quickly and effectively. First-Aid packs are located in the medical room, and carried on first-aid staff.
- There are appointed first aiders in the school. He/she have attended an official first aid course and is fully aware of the nature and scope of the type of first aid that can be administered as well as the procedures that must be adhered to when administering first aid. Their photographs are displayed in the front office.
- **Pupils with Diabetes:** The school will have been informed of procedures in the case of pupils with diabetes and the dedicated school assistant, class teacher and first aider will be aware of the pupil's needs and act accordingly.
- **Pupils with a Severe Allergy:** The school will be informed about any pupil suffering from a severe allergy and emergency procedures will be outlined for each pupil in the event of anaphylactic shock. Teams of staff are trained to deal with an emergency.
- **First Aid on School Outings:** There are authority procedures to cover school outings. The teacher/child ratio is detailed and emphasis placed on the fact that ratios should be evaluated in light of the activity being carried out. Consent forms must be completed and no child will be allowed to go on a school outing without one. Forms provide contact numbers, details of allergies and illnesses so that action can be taken if a child is taken to hospital for any reason.

Confidentiality of information/sharing of information

- Inter-agency working and shared responsibility within Community departments for the care and welfare of pupils
- **Care Experienced Children:** The school has strong links with the team, who support such pupils. Regular informal discussions and formal reviews will take place, to ensure the best support possible for the children involved.
- **Free School Meals and Clothing Grant:** Children whose parents are in receipt of specific benefits are entitled to free school meals and clothing grant. Pupil's needs and concerns are dealt with sensitively, taking account of their rights, confidentiality and dignity.
- Our open door policy encourages an open relationship, where parents feel comfortable discussing problems, concerns or issues with identified members of staff. There is a culture of mutual trust.

- Protecting pupils from accessing potentially harmful information via the Internet. Staff, parents and pupils are required to read and sign the 'Use of the Internet Policy'. Please see School ICT policy.
- Throughout the school, ALL staff are fully aware of child protection guidelines and their responsibilities pertaining to the care and welfare of pupils. Staff are alert to the emotional, physical and social needs of individual pupils and are sensitive to background information. Concerns about any aspect are reported to the Child Protection and PREVENT Co-ordinator (Sarah Flint) immediately. In her absence, concerns should be reported to the Depute Child Protection and PREVENT Co-ordinator (Fraser Baird)

Wellbeing: A Curriculum

- Learning through wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.
- It is the responsibility of every member of staff to contribute to learning and development in this area.
- Learners should feel happy, safe, respected and included and all staff should be proactive in promoting positive relationships in the classroom or playroom, and in the playground and the wider community. See our Positive Relationships Policy for further information.
- Learning in wellbeing ensures that everyone develops the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing, now and in the future.
- Doonfoot Primary Schools Wellbeing Curriculum enables learners to make informed decisions in order to improve their wellbeing, experience challenge and enjoyment and apply their skills to pursue a healthy lifestyle.
- The outcomes of such a curriculum enables our learners to make a successful move to the next stage of education or work as well as establish recognised patterns and knowledge of wellbeing that will be sustained into adult life.
- The overall aim of such a curriculum will help to promote the wellbeing of the next generation of Scottish children.
- All staff share the responsibility:
 - to create a positive ethos and climate of respect and trust where learners feel safe and secure;
 - to establish open, positive, supportive relationships across the school community, where learners feel they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
 - to model behaviour which promotes health and wellbeing, and encourages it in others;
 - to be sensitive and responsive to the wellbeing of each learner;
 - to contribute to the mental, emotional, social and physical wellbeing of all learners;
 - to contribute to aspects of (i) physical activity and sport; (ii) relationships, (iii) sexual health and (iv) parenthood education;
 - to help learners develop the skills to make healthy food choices and establish lifelong healthy eating habits.
 - recognise that good health and mental wellbeing is central
 - to effective learning and to preparation for successful independent living;
 - work with their partners to plan programmes for health and wellbeing that take account of local circumstances and individual needs;

- provide leadership which establishes a shared vision of health and wellbeing for all;
- promote the health of all within the school/ establishment community and develop arrangements to support their mental, social, emotional and physical wellbeing;
- engage and work with parents/carers and other stakeholders; respond sensitively and appropriately if a critical incident takes place within the school /establishment community, and have contingency plans in place to enable this to happen.

The school has developed policies and procedures which address the above. Within our school these are: Anti-bullying Policy, Positive Relationship Policy, Pupil Support Policy, Celebrating Achievement Policy, Child Protection Policy, Health & Safety Policy and Communication Policy.

Date of policy: January 2024.

Updated by: Sarah Flint

Review date: January 2027 or earlier if necessary.