

At St Margaret's we take the safety of our learners very seriously. This is a summary of our procedures and expected practice for school staff.

Security

All staff should follow the risk assessment outlined in the SERP plan.

The school gates by the MUGA and Keystore will now be padlocked at 9.15am and opened again at 2.45pm. There may be instances that this is not possible for the designated staff member, if so, could this role be passed to someone else to fulfil. Access through the MUGA is strictly prohibited and all staff should challenge anyone using this. All access to the school during the school day should be by the gate at the staff care park and it is the parental/adult responsibility to close this after them. Signage has been placed to that effect.

If a child manages to leave the school grounds a staff member(s) will follow as best they can and school will contact Police Scotland/parents to notify them once we are aware that they have left the grounds and we cannot safely get them back in.

All visitors to the school must provide a name badge if they are a worker e.g. building works or other agency. A visitor's badge must be worn and collected from the main office.

All visitors must sign in and out of school.

All visitors must be shown to their destination by a school staff member.

All exits/entrances to the school MUST be CLOSED at all times during the school day. Any class partaking in learning outdoors must enter the school either through the front office or the staff member can radio to be let in the class door. The Senior Leadership Team complete a termly walk through of the school to scrutinise safety in the school. This is recorded in SLT minutes.

All staff working with children outdoors must carry a radio with them as well as any medical kits as required.

Parents must collect their children from the school office during the school day for any reason.

Children may go for home lunches and parents should meet them at the school gate for children in P4 – 7. P1 – 3 may collect from class door. Parents should notify the class teacher if there are any changes to collection arrangements e.g. a different adult is collecting for lunch, an appointment or at the end of the school day.

Any adults in the school grounds will be approached, if noticed by or reported to a staff member, to ascertain why they are in the grounds and they may be asked to leave. Unless a parent or carer is collecting for a home lunch or an appointment there is no reason that an adult should be in the school grounds or monitoring the school.

Should any member of the public or a parent/carers present in the school grounds in a suspicious manner, the police may be contacted.

If any member of the public or parent/carers is behaving in an aggressive manner, the police will be contacted.

All trips out of school are risk assessed including taking into consideration security risks.

All areas of the school are risk assessed and the school has developed evacuation & lock down plans should there be there be a security or safety risk e.g. fire, threat to the school etc. These are updated regularly and staff are all aware of roles and responsibilities. All staff are trained in ACT awareness in light of a potential threat to school safety.

Should there be any incident where the school has to respond quickly, the safety of children and staff is paramount. Communication will be sent to parents/carers as soon as possible once the plan of action is in place.

The school follows Local Authority guidance outlined in Service Circular 54.

Playground

All children are supervised in the playground, at break time there is a minimum of 3 adults – 6 adults (when the whole school is out). At break times (**10.15am – 10.45am**) the playground is zoned to manage supervision.

Lunch time is split; **P1 – 3: 12pm – 12.45pm and P4 – P7: 12.45pm – 1.30pm**. There is minimum supervision of two support staff (one when children are finishing eating and a second once the lunch hall is emptier). Children are only allowed to play in the playing field/front side of the school. The garden is opened and supervised by a support staff member.

All support staff wear high visibility vests and have a radio. All support staff are first aid trained (record maintained) and have a basic first aid kit in the playground.

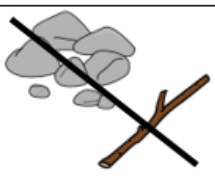
We have P6 pupil playground supervisors to support children in the playground and report to a support staff member for more significant incidents.

SLT are always available at lunch and break times to support.

A **register** is taken first thing in the morning, after breaks and lunches to ensure all children are safe and present.

This should be shared with all children by teaching staff and support staff have this available to discuss playground behaviour:

Rough and Tumble Play Rules

					
Only involve people who are playing the game.	No punching or kicking	No arms round necks or heads	No sticks/rocks or other items	No putting to the ground forcefully	STOP means STOP

Lunch hall

The lunch hall is supervised by a minimum of one adult as well as kitchen staff until most children have left to go out to play.

All food allergies are catered for in collaboration with kitchen staff/FC and parents.

We have quiet area, as requested by our pupil parliament, for children who do not like the business of the lunch hall (they can request a quiet area pass).

All children are made aware of our lunch hall charter.

End of day

If a child has not been collected as expected at the end of the day they are told to report to the office and a parent is contacted. A member of staff, usually SLT, will stay with the child until a family member collects. This should also be highlighted to your CP coordinator (H Snedden). This may then be deferred to social work. If no SLT are in the building the CT should remain with the child until collected.

It is a parental responsibility to inform the school of any changes to collection/transport home (including the bus).

Buses

Some of our children travel to school by bus. These children are collected by a support staff member on a rota every morning at 8.55am and escorted to the bus by our janitor or member of support staff at the end of the school day.

The bus children are expected to assemble for end of day collection in our small hall.

Go Kids

Go Kids contact: contact@gokidsclub.org or 720200 or 07751365335

Some of our children go to Go Kids after school and in the morning.

Staff are given a list in August of Go Kids children and the days they attend and are expected to display these in their classrooms. These lists are updated as required by the school office.

If a child informs the teacher of a change to the plan or does not appear at Go Kids as expected then **parents must be contacted to check for safe arrival home or where they are expected to be.**

Child Protection, emotional wellbeing and bullying

Our Health and Wellbeing **Curriculum, Relationships Policy**, Vision and Aims of the school and our Values are all focused on wellbeing (Be safe, Be respectful and Be the Best You) and GIRFEC.

We take our learners wellbeing very seriously and, as a nurturing and restorative school, we support all children in building and maintaining healthy relationships through our lessons, our Emotion Works programme, focus weeks, restorative conversations and **parental partnerships**.

We log our concerns on pastoral notes/chronologies.

We record incidents of suspected bullying, when we are notified/aware, through our own template and, on occasion, for serious incidents through SEEMIS and SHEASSURE.

We take a flexible approach to meeting all learners needs and make very good use of safe spaces for children who are distressed e.g. admin corridor, cosy room, safe spaces in the classroom.

We follow **Forth Valley's Child Protection guidance**, and all school staff receive level 1 training in August on the first day back.

The Head teacher is a **Safe and Together trainer** and both she and the DHT have completed the 4-day core training. This is the model that the school uses to support families who have experienced or are living with **domestic abuse**. The aim is to partner with parents and help them and their children heal from harm caused by the trauma that exist with living with domestic abuse.

All staff receive training annually on de-escalation and trauma informed practice throughout the school year.

Changing

There may be times that a child requires changing if they have had an accident and a parent cannot support this. If so, then two adults should be present to support this.

We may have children who require a nappy changed. To safeguard children and staff there is a changing nappies guidance that staff can access to ensure they are following correct procedures. This is in staff share/write/new toolkit/child protection.

Medical

Any medical information that is brought to the front office will be passed on to class teachers and other relevant staff. It is staff responsibility to ensure that they are aware of this information and any related safety precautions needed.

If a child attends school with medication please let Miss O'Brien, Miss MacDonald or the school office asap to ensure the correct medical forms and procedures are adhered to.

If a child has an allergy which requires an Epi-Pen, one will be in the class with the child and this should be taken on class trips or any outings and the main Epi-Pen will be kept in the medical room so that if in any emergency, any member of staff can administer it when required. A list of all Epi-Pen users will also be put up in the staff room so that staff are aware of all children. School will contact parents if Epi-Pens are prescribed to request that 4 Epi-Pens can come in to school so that 2 can be in class and 2 in the medical room, should there be the occasion that one Epi-pen fails.

A medical sticker should be displayed on a cupboard in each classroom where there is children's medication, and particularly EpiPens, so any visiting staff know exactly where the EpiPens are kept in the classroom to save time looking for them.

When on a class trip the designated trained member of staff must have those children who require an EpiPen in their group at all times.

Before the trip, any staff or helpers supporting on the trip need to be made aware that there are children with EpiPens and who they should report to if anyone did need help and for some reason they had been separated as well as a laminated printout step by step guide on what to do following the administration of an EpiPen, who to call etc.

Use of Radios in St Margaret's PS (respecting privacy and dignity)

June 2025

To ensure that we are protecting pupil dignity, **radios calls should only be used when necessary** and pupil names or details of behaviours should be avoided. Be mindful that our radios are on in our offices and classrooms so calls can be heard by staff, pupils and parents at times.

To support this we have created a code to use.

Gold Heart – Something good is happening so anyone passing might want to pop in to see it e.g. 'Gold Heart in P4A this afternoon' 

Green Heart – Medical assistance needed e.g. 'Green Heart needed in P6B' 

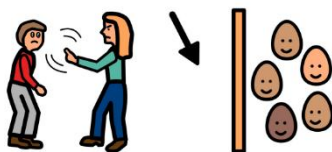
Hive Heart – Someone from the Hive needed to assist e.g. 'Can I have a Hive Heart in P2S' 

Red Heart – This is only used when a member of SLT is required to assist. 

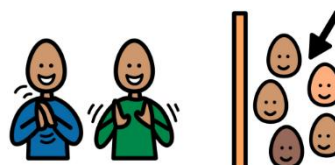
General messages to and from the office should be made using the telephones in the pods or by sending a note with a pupil.

<u>Radio Script</u>	
	- Gold Heart Something Good is Happening.
	- Green Heart Medical Assistance.
	- Hive Heart Hive Staff needed to Assist.
	- Red Heart SLT Staff needed to Assist ONLY.

RIP
Reprimand
in Private



PIP
Praise
in Public



In St Margaret's, to protect **children's dignity**, we use **RIP and PIP** when supporting children to make good choices, repair harm and deal with the consequences of their behaviour choices.

Distressed, aggressive or threatening behaviours by pupils

There may be occasions that a child is distressed coming into school and struggling to separate from a parent. If this happens, work with the parent to figure out what needs to happen to assist the child to come in:

- A soft start in the Hive or admin corridor
- More time with the parent helping the child to sooth and calm
- Bring the parent in to speak with them in the SLT corridor, Cozy or Honeycomb to problem solve together.
- Offer to intervene and support the child to come in if the parent is content with this (as some will ask us to) but only do this with express permission from the parent and the understanding that this may distress the child more.
- Contact the parent later to let them know if the child is settled, if not, arrange for someone to collect and then arrange a meeting to discuss how to support this separation anxiety moving forwards.

There are occasions where children are distressed and behave in a manner that is upsetting or even frightening towards others. We cannot give any child or parent a guarantee that they will not be affected by another pupil's distressed behaviours.

When this is reported, the school will always conduct a full investigation, support both parties, ensure there is an opportunity to repair the harm and appropriate consequences put in place if needed. This is in line with our Relationships Policy which is based on Local and National guidance. How we support children who struggle to manage big emotions is contained in our Support for Learning statement; both are available on our website.

Violence towards staff must be reported on SHEASSURE as well as any serious assaults of a peer (serious – causing serious injury such as requiring significant medical treatment, a break or head injury).

Sexualised behaviours

Sexual behaviour is a natural and healthy part of growing up. Our RSHP education curriculum focuses on preventing harm and developing respect and understanding. Most sexualised behaviours is impulsive rather than planned.

With any instances of sexualised behaviour, we follow the NHS guidance around monitoring levels of risk using 'The Hackett Continuum' (NHS/NSPCC) which outlines developmentally typical, problematic and harmful behaviours. This monitoring then supports us in planning interventions to support children appropriately. We also take into consideration their social, emotional and mental development when making assessments about a child's behaviour e.g. a child may be chronologically 9 years old but socially and emotionally developed age 4.

For further guidance please refer to Staff Share- Write – New toolkit – Child Protection.

Pupil information

Data protection must be taken seriously and any breaches of a child or their family's personal data should be reported to data.protection@falkirk.gov.uk by completing the data breach notification form (Staff Share – Write – New toolkit – Data). This should also be reported to Senior Leadership as soon as you are aware of a breach.

For information regarding guidance around data/pupil information/confidentiality all staff should complete the online Ollie module (which is also saved in the folder mentioned above) and refer to Falkirk Council's data guidelines.

[Data Protection - Intranet \(falkirk.gov.uk\)](http://falkirk.gov.uk)

Risk assessments (located in Staff Share/WRITE/ New toolkit/Risk Assessments)

- Lunch hall (including special diets)
- SERP plan
- Quiet area in playground
- Muga
- Playground/trim trail
- Garden (Fairy)
- Library/mezzanines
- Gym hall/small hall
- STEM/Food tech hubs

- Outdoor/loose parts play
- Fire building
- Trips (general) and logged on our online system
- First Aid + First Aid Policy (kept in First Aid room)
- Visitors to school (all visitors are expected to have pass & sign in/out and staff should wear the FC ID)
- Individual children (managing emotions, behaviour and flight risk)
- Missing child; once it has been established that a child has absconded from school or is missing from the school grounds then a decision to call the Police then parents/family/emergency contacts will be made following a dynamic risk assessment of the individual circumstances and knowledge of the child.

Charters

As a Gold Award winning Rights Respecting School all areas of the school are expected to have an agreed charter (with the children) focusing on safety and respecting children's rights:

- Lunch hall
- Classrooms
- Library
- Gym hall
- Playground
- STEM and food hub
- Quiet area in playground

Investigation procedures

In the event of a serious incident our investigation processes are attached (page 6).

Online Safety

Online safety is primarily a parental responsibility. Our role is to educate our learners about being safe online and support, as appropriate, when there are issues.

Through our use of Project Evolve we are providing children with information about the importance of how to keep themselves safe online, why this is important and what they can do if an online breach occurs.

A staff member has created a padlet/QR code to allow children to ask for support if they are feeling unsafe online.

Our Community Police speak to the children at assemblies and in specific year groups about keeping safe online and have offered to support parents by attending Pupil Progress evenings to be available to offer advice.

Our digital Literacy RACI group has created a fact sheet for parents about how to keep their child safe online.

Any incidents where it is recognised or we are made aware that bullying may have occurred online or that children have put themselves at risk online the school will immediately contact parents to inform them.

If a parent contacts the school to raise awareness of online bullying behaviours, we will endeavour to support children through discussions and restorative practices. It remains a parent's responsibility to ensure their child is safe online.