



Anti-Bullying Policy

Rationale

SPCC Christian School is completely opposed to bullying and will not tolerate it. It is completely contrary to the values and principles we work and live by. All members of the school community have the right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. We want the school to be a place where children are safe, healthy and happy.

Bullying is among the top concerns that parents have about their children's safety and well-being. It is also a top concern for children and young people themselves. Bullying makes the lives of its victims a misery; it undermines their confidence and self-esteem; it destroys their sense of security; it impacts on its victim's attendance and attainment at school; and it can have a lifelong negative impact on the lives of children.

Principles

To be able to tackle bullying and the effects on children we as a school need to acknowledge that this problem can occur in our school as well as outside in the local community. Bullying can take place on the journey to and from school and the increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

We want our pupils to be able to learn free from intimidation and fear, therefore our response to bullying will not start at the point at which a child is bullied but our staff will be proactive in monitoring issues between pupils which might provoke conflict.

Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our school's first priority but we also recognise that emotional bullying can be more damaging than physical.

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve the perpetrator having control over the relationship making it difficult for the victim to defend themselves. The imbalance can manifest in several different ways, physical, psychological, intellectual or through the capacity to isolate and exclude from a group. It can result in intimidation of a person through the threat of violence or by isolating them either physically or online.

• Forms of Bullying

There are many different forms of bullying and this list is not exhaustive:

- Physical violence such as hitting, pushing or spitting at another pupil
- Interfering with another pupil's property, by stealing, hiding or damaging it
- Using offensive names when addressing another pupil



- Teasing or spreading rumours about another pupil or his/her family
- Belittling another pupil's abilities and achievements
- Writing offensive notes or graffiti about another pupil
- Excluding other pupils from a group activity
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms
- Misusing technology (internet or mobile phones) to hurt or humiliate another person.

Responsibilities of all Stakeholders

1. The Responsibilities of Staff

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied, to the bully and the importance of telling a teacher, parent or friend about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to our designated teacher for child protection
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

2. The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Report to a member of staff or parent any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help prevent further instances

3. The Responsibilities of Parents

We ask parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Advising their children to report any bullying to their teacher or the Principal and explain the implications of allowing bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any form of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.



- Informing the school of any suspected bullying, even if their child is not involved.
- Co-operating with the school, if their child is accused of bullying.

Preventative measures

SPCC Christian School staff will be proactive in gathering intelligence about issues between students which may lead to conflict and have developed strategies to prevent bullying occurring in the first place. These strategies include talking to students about issues of difference, which takes place in various forms, including PSHE lessons, R.E lessons, assemblies and morning devotionals. In addition to this, dedicated events and projects are incorporated into the curriculum.

These strategies are used to create an ethos of good behaviour where students treat one another and school staff with respect.

Staff, in particular class teachers, are expected to be vigilant, watching for early signs of distress in children, to be empathetic, listening to the students, believing what they are being told and acting upon it.

Bi-annually the school will conduct a survey of the children (appendix 1) to ascertain the level of perceived bullying within the school community and cross- references this information with recorded incidents. This allows the school to monitor the strategies that are currently in place, implement additional training and make relevant alterations to procedure.

To assist parents in recognising the signs of bullying the school has produced a bullying leaflet (appendix 2) which will be available from the school office.

Procedure for Dealing with incidents of Bullying Behaviour

When a child or young person does encounter bullying we will ensure that procedures are in place to allow them to:

- Report the incident and feel they have been listened to, and taken seriously.
- Have the incident properly recorded so that it can be monitored, appropriate action is taken and followed up.

Incidents are to be reported using the Bullying Report Form (appendix 3) and this is to be given to the Principal. This form will be kept on the file of both the pupil being bullied as well as the bully.

The following is a list of actions available to the school depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember - Listen, believe, act.
- Discussions with the accused. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at SPCC Christian School.



- If they own up then follow the procedure outlined below and in the behaviour management policy.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Separate discussions with parents of the bully and the victim will be arranged to discuss the sanction that will be taken. Sanctions may include withdrawal from favoured activities, detention or placement on daily report, depending on the perceived severity of the incident(s).
- Continue monitoring the situation by observing whenever possible and having discussions with the victim to ensure no repetition.
- Regular feedback will also be made to parents of both pupils.

Monitoring and Review

The Principal and members of the Leadership Team will monitor the use of this policy on a day to day basis. Periodic reports will be made to the Board of Governors about the use and implementation of this policy. The policy is subject to regular review, according to the cycle of policy review determined by the Board of Governors.



Appendix 1

Anti-bullying questionnaire for pupils

The answers that you give to these questions are private and you do not have to include your name on this form. Please tick the boxes and leave any comments you would like to share.

Boy	<input type="checkbox"/>	Girl	<input type="checkbox"/>
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Age

1. Have you ever been bullied?

Yes No

If you have never been bullied please go to question 12.

2. If yes, how recently?

This week	
This month	
This year	
Last year	

3. Were you bullied by a group of children or someone on their own?

Someone on their own A group

4. Were other children present to witness this?

Yes No

5. How were you bullied? Tick all the boxes that apply.

Called names	
Left out / ignored	
Threatened	
Hit, kicked, punched, choked	
Sent nasty messages on phone or computer	
Forced into doing something you didn't want to do	



Personal property damaged	
Personal property stolen	
Had rumours spread about you	

Other (please describe):

6. Where did it happen? Tick all the boxes that apply.

Classroom	
Corridor Hall	
Park/Playground	
On the way to or from school	
Online or mobile phone	

Other (please describe):

7. How did it make you feel?

Sad	
Angry	
Lonely	
Scared	
Embarrassed	

Other (please describe)

8. Did you tell anyone?

Yes No



9. If yes, who did you tell?

Adult at school	
Adult outside of school	
Friend	
Older boy or girl	
Brother or sister	

Other (please describe)

10. If no, what stopped you from telling someone?

11. What happened after you told someone?

The bullying stopped altogether	
The bullying did not stop	
The bullying did not stop and got worse	
The bullying stopped for a bit but then restarted	

Any other comments

12. Do you feel like the school takes bullying seriously?

Yes No

13. What does the school do to stop bullying?



14. Have you ever bullied anyone?

Yes No

15. Have you ever witnessed someone being bullied?

Yes No

16. If yes, what did you do?

Tried to help them	
Told someone	
Did nothing	

Other (please describe)

17. Please add anything else you would like to share about bullying



Appendix 2

Bullying Report Form (this form should be handed to the school manager)

Name of person completing form: (this can be a parent, child or teacher on behalf of younger members of the school)	
Name of pupil(s) being bullied:	
Form group:	Male/Female:
How can we contact you? At school: Yes/No At home: Yes/No Email: Yes/No Telephone: Yes/No Please provide contact details:	
Describe briefly what happened/is happening:	
Where did it happen?	When did it happen?
Who was doing the bullying?	
If there was more than one person involved how were they involved?	
Did anyone else see it happen, if so who?	



How often is the bullying taking place?
How long has it been going on?
If you are being bullied how does it make you feel? If you are reporting bullying that is happening to someone else how do you think it makes them feel?
If you are being bullied are you being physically hurt? If you are reporting bullying that is happening to someone else are they being physically hurt?
Have you told anyone else about the bullying? Please write their name next to who they are in the list below: Parent/guardian: Brother/sister: Other family member: Friend: Teacher: Other: (please state who)
If you are being bullied what sort of help and support would you like?
Do you have any worries now that you have reported this bullying?



First Aid Policy

At SPCC Christian School we aim to provide a secure and healthy environment where all children and adults can play and learn together safely. We aim to ensure that our premises both indoors and outdoors are fit for purpose and resources are safe for children to use. Details of how we ensure the health & safety of children and adults using the setting are covered by the following policies and procedures.

Records

1. Parents fill in a detailed medical form and a permission slip for administering creams and Paracetamol on entry of their children to the school.
2. A list of medical details is given to the First Aiders and teachers. These are updated regularly.

Action for all Accidents

1. All accidents must be referred to a School First Aider.
2. Accidents are reported on appropriate forms and filed in the Accident book in the office or on our database system.
3. Details are given to class teachers who are responsible for ensuring that parents are notified, the office will normally contact parents.
4. More serious accidents are referred to the Minor Injuries Unit in Centro de Salud Santa Ponca - Carrer del Riu Sí, 25, 07180 Santa Ponça, Mallorca (open 24 hours), telephone 971 69 46 54 or directly to Hospital Universitario Son Espases, Palma, Mallorca.
5. If necessary, arrange transport home.

Sickness in School

If a pupil is suffering from an illness (such as vomiting or diarrhea, headache, cold or flu symptoms) this is not a first aid issue, and a decision can be made by the class teachers as to whether the pupil goes home or rests on the bed in the first aid room. The parent is informed through the office. It is then determined whether:

a) The pupil needs to go home - in this case, parents are contacted immediately and arrangements made for the pupil to be collected. If parents are not available and no alternative arrangement can be made with a responsible adult, the pupil is kept in the sick bay at school until such time as a parent can be reached. Responsibility at this point may pass to the school office.

OR

b) The pupil needs to rest quietly - students will be kept in the classroom under supervision where possible.

OR

c) The pupil should return to lessons - with outcomes b or c the staff member then takes responsibility for monitoring the pupil's progress during the day.

On-site First Aid Facilities

1. There will be a dedicated First Aid treatment area. This contains a bed/blankets, sink and the major stock of first aid consumables.
2. If a toilet is needed (e.g. a sickness incident - repeated diarrhea and vomiting), the casualty should be transferred to the large disabled toilet.



3. Additional First Aid kits will be located in various rooms throughout the school.
4. First aiders have personal emergency kits of plasters and dressings.

Body Fluids

Because of the risk of infection, incidents involving loss of body fluids (including, but not limited to blood, vomit, urine, faeces/ diarrhea) must be dealt with using the following procedure:

- The First-Aider must wear protective (vinyl) gloves throughout the response
- All contaminated material (gloves, dressings, swabs etc) must be collected in a yellow clinical waste bag.
- Clinical waste bags should be disposed of in a sanitary waste bin in the female toilets. These are emptied regularly by external contractors.
- For significant spillage of fluids onto surfaces (e.g. floors) a Body Fluid Disposal Kit (should be used.
- All potentially contaminated surfaces and reusable equipment must be sterilised with appropriate disinfectant solution immediately after the incident if a disposal kit is not used.
- Ongoing incidents involving body fluids (e.g. repeated vomiting or diarrhea) should be managed in the appointed room, which has toilet facilities. Gloves, Clinical Waste Bags, Body Fluid Disposal Kits and appropriate disinfectant solutions will be available.

Medicines and Tablets

1. All medication must be clearly marked with the pupil's name. Pupils must leave all medication with teacher unless previously arranged with the school. Parents must also advise (in writing) the school of the appropriate dosage.
2. Asthma pumps and inhalers are kept by the class teacher or First Aider. An emergency Salbutamol form should be completed by parents and retained by the school for those pupils already prescribed an inhaler.
3. Medicines are administered by the class teachers, after receiving clear instruction from the parents.
4. On off-site trips pupils who use inhalers must report to the member of staff at the start of the trip for guidelines in case they should need their inhalers.
5. Paracetamol is NOT to be routinely administered to pupils.
6. The First Aider gives Paracetamol only with the permission of the parents. Permission is noted on the medical sheets held by class teacher/first aider.

Accident and Incident Policy (As part of the First Aid Policy)

Objectives:

To minimise the risk of accidents to users of SPCC Christian School.

To safeguard the users of SPCC Christian School in the case of accident or a near miss.

Application

This policy applies to all users of SPCC Christian School

- Users = staff, visitors, contractors and personnel of associated activities at SPCC Christian School (unless otherwise specified)

Policy



SPCC Christian School will comply with The Health and Safety (First-Aid) Regulations. Where unknowingly SPCC Christian School is not complying, the appropriate amendments to policy/procedure/practice will be made

- As many full-time members of staff are trained and appointed as First Aiders. Many part-time members of staff are also trained. Other members of staff are trained wherever necessary.
- Good housekeeping will be adhered to in order to prevent accidents or injury from striking objects.
- First Aid boxes are kept in appropriate places within the school. The locations of the First Aid boxes are listed in the Accident and Incident Procedure. A portable First Aid kit is taken on any off-site activity.
- Where applicable, accident and incidents will be reported in the event of:
 - Death or major injury
 - A member of the public being killed or taken to hospital
 - An employee being absent from work over three days as a result of injury
 - Disease
 - Dangerous occurrence
- Risk assessments are undertaken for every new activity. Risk assessments are reviewed annually and updated where appropriate. This Accident and Incident Policy is supported by an Accident and Incident Procedure document which provides more detail about the procedures to be adopted should accidents or other incidents occur.
- Accident and Incident statistics and related activities are reported to the School Governors on an annual basis.
- 'Near misses' (non-casualty incidents/NCI) are recorded as potential first aid incidents in the 'First Aid book' in the school office.
- All significant Health and Safety incidents are handled using the Incident Management Plan

Responsibilities:

- All users of SPCC Christian School will comply with the Accident and Incident Policy.
- The Health and Safety Officer is responsible for the following:
 - Investigating accidents, incidents and related issues
 - Ensuring that all users of SPCC are aware of the Accident and Incident Procedures
 - Ensuring that risk assessments are kept up to date
 - Ensuring that First Aid cover is adequate for the event and First Aid boxes are stocked and available for use (direct responsibility of First Aider)
 - Monitoring and auditing the Accident and Incident Policy
 - Reporting accidents/incidents where appropriate
- Staff of SPCC Christian School are responsible for correcting and/or reporting any potential accident and incident hazards that they identify to the Head Teacher, and for recording them in the Incident Book which is kept in the school office.
- Contractors working at SPCC Christian School are to be made aware of the Accident and Incident Policy.



Curriculum Policy

The Aims and Underlying Principles of the Curriculum

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning, the opportunities to:

- experience a broad and balanced curriculum based on the British National Curriculum which encourages pupils to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- meet the requirements of the British National Curriculum coupled with local requirements laid down in Spanish law.
- acquire and develop knowledge, understanding and skills necessary:
- to progress with confidence to the next stage of their education through a process which encourages them to engage in lifelong learning.
- to participate as active citizens in a multi-ethnic global society.
- to develop for themselves an active healthy lifestyle.
- enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- actively promote community cohesion and fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- develop co-operative and interpersonal skills.
- acquire the study skills necessary to realise their learning potential.

Biblical Worldview

At SPCC Christian School the Bible is to be used as a reference point for our methods and our teaching. This is sometimes overt (for example in quoting scripture) and sometimes more implicit (in our style). We allow pupils to engage fully with current knowledge, research, thought and debate in all areas of study. The Christian faith will not be imposed upon the students, but rather they will be presented with a Christian perspective appropriate for their age and dependent on subject matter. In our pastoral care for students, our aim is to create an environment in which students are valued, respected and equipped to understand educational principles as stated in the National Curriculum and have the freedom to think about all matters concerning God. Our goal will be to give an expression of care to every child and to help them realize that they are unique. When behaviour needs correction, this will be handled with professional love, understanding, and gentleness as is referred to in our Behaviour Policy.

As stated in our school's Religious Ethos: Our aim as a faith-based school will be to welcome children from all backgrounds and expose them to character values such as kindness, compassion, tolerance, faithfulness, love, and humility based on the Christian faith in order to give them vision for becoming responsible members of society. We will introduce our students to the knowledge of the wonderful character of God that will encourage them to love God and others.



The Curriculum We Deliver:

(a) a full-time supervised education for pupils of compulsory school age which gives pupils instruction in the National Curriculum's core subjects of English, Mathematics, and Science as well as the foundation subjects of Art, Computing, Design & Technology, Languages (Spanish & Catalan), Geography, History, Music, PE, Religious Studies, and PSHE.

(b) ensures pupils acquire speaking, listening, literacy and numeracy skills;

(c) ensures personal, social, health and economic education which-

(i) reflects the school's Christian aims and ethos; and

(ii) encourages respect and tolerance for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;

(d) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

(i) provides the 7 areas of learning required under the EYFS

(e) ensures that all pupils have the opportunity to learn and make progress; and

(i) provides effective preparation of pupils for the opportunities, responsibilities and experiences of life.

Curriculum Review

Every three years the primary school Headteacher will review the curriculum on offer through the school.

A common pattern would be as follows with core subjects being reviewed every three years:

- Year 1: English and literacy, Primary Themes and Humanities
- Year 2: Maths and numeracy, Art and Design, Music and Drama
- Year 3: Connected learning (computing and use of technology), Science and RS
- Year 4: English and Literacy, Primary Themes and MFL
- Year 5: Maths and numeracy, PSHE and Devotions
- Year 6: Connected learning, Science and RS

Through such review we ensure that across the school the areas of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative are all well covered.



Curriculum Organisation

The British National Curriculum is taught throughout the school. A 'through school' plan has been designed to ensure that statutory requirements are covered; progression occurs throughout each department; that balance and creativity is achieved within and across each year of the schooling and that continuity occurs between phases of education.

General Teaching Method

In our Early Years Foundation unit, the subjects of the EYFS are followed. Each subject in the primary school will normally be planned and taught by the class teacher. Other teachers or volunteers may be employed for specific areas and their planning is overseen by the relevant UK qualified class teacher. Children complete tasks, which are differentiated and assessed by the relevant UK qualified teacher. Work in all settings in the school is planned to meet the needs of all pupils by differentiation, separating children into groups and working with individuals. Should we have pupils with SEN, we would take this fully into account in our teaching. Details of our view of the purpose in the teaching of each subject area can be seen in the relevant schemes of work. Further details on our teaching can be seen in the Teaching and Learning Policy. For further details on assessment, please view our Assessment, Recording and Reporting Policy.

Curriculum Plan

Nursery to YR

We meet the National Curriculum requirements for learning and development by making sure we cover all the seven areas of learning for the Early Years Foundation Stage (EYFS) and seek to help children to reach their Early Learning Goals through planned, purposeful play with a balance of adult led and child-initiated learning. The seven areas of learning include:

3 Prime Areas: these areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

1. Communication and Language (CL)
2. Physical Development (PD)
3. Personal, Social, and Emotional Development (PSED)

4 Specific Areas: these areas include essential skills and knowledge, which support and strengthen the prime areas.

1. Literacy (L)
2. Mathematics (M)
3. Understanding the world (UTW)
4. Expressive Arts and Design (EAD)

Staff will also refer to the Characteristics of Effective Learning (also found in Development Matters). These underpin children's learning and development across the foundation stage and are grouped under the following 3 main headings:



- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and Thinking Critically (thinking)

Primary - From KS1 & KS2

KS1 & KS2 will have English and Maths sessions each day, with Topic Work, Science, Art, Computing, PE, Music and Outdoor Education organised across the year.

The senior leadership team with the oversight of the governors will agree the amount of time given to different curriculum areas across the school, and monitor this. In primary, English and Maths sessions will take place for at least 1 hour every day, sometimes integrated with other subjects. A biblical worldview will underpin how the curriculum is delivered across EYFS, KS1 and KS2.

Number of 1-hour sessions in each key stage:

	KS1	KS2
English	5	5
Mathematics	5	5
Science	2	2
History	1	1
Geography	1	1
Art	1	1
Design & Technology	1	1
Physical Education (including Outdoor Education)	2	2
Music	1	1
Computing	1	1
Spanish	3	3
Catalan	3	3
Religious Education	1	1
PSHE	0.5	0.5

*Two primary assemblies lasting 30 minutes each, will be held each week - one on a Monday morning and one on a Friday morning.

Personal, Social, Health and Economic Education (PSHE), RS & Citizenship

PSHE is taught as a discrete subject by the class teacher in Primary. It reflects the school's Christian aims and ethos and encourages respect and tolerance for other people. In class teaching it is supported by events and guest speakers. The content is designed and monitored by the PSHE coordinator in Primary. More detail can be found in the PSHE, RS and Citizenship policy.

Active Promotion of Fundamental British Values

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the School's ethos and in many ways throughout the School, for example, in the PSHE programme, School Council, Assembly and within subject areas.



Santa Ponsa Community Church
Christian Nursery School

Laying a
Balanced Foundation
In Your Child's Life.



Information, Communication Technology (ICT)

ICT is taught both as a separate subject to ensure that skills are developed appropriately and throughout the whole curriculum to support and enhance learning opportunities in all subject areas. Computers, laptops and interactive whiteboard technology will be widely available across the school.

Foreign Languages

Spanish and Catalan Language will be taught to all age groups commencing in Reception as required by Spanish law and regulations.

Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in Mallorca are available for pupils across the whole age range. The school undertakes full risk assessments of all off site venues.



Health and Safety Policy

SPCC Christian School believes that ensuring the health and safety of staff, pupils and visitors and positively promoting health and safety is essential to the success of the school.

We are committed to:

- Providing a safe and healthy working and learning environment on and off site
- Preventing accidents and work-related ill health
- Providing safe premises, plant and equipment
- Maintaining safe systems of work among staff (including teaching and non-teaching staff) and pupils
- Assessing and controlling risks from curriculum and non-curriculum work activities
- Providing a safe means of use, handling, storage and transportation of articles and substances
- Formulating effective procedures for use in case of fire and/or the need for emergency evacuation of the school
- Providing adequate information, instruction, training and supervision to staff and pupils
- Consulting with staff, pupils and their representatives on health and safety matters
- Setting targets and objectives regarding health and safety performance to develop a culture of continuous improvement
- The regular monitoring and review of health and safety procedures and systems (to include risk assessments, accident records and health and safety related issues and complaints etc)
- Ensuring adequate welfare facilities exist throughout the school
- Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable.
- The school will establish a Health and Safety Management System to ensure the above commitments can be met.

1. Policy Statement

The policy of SPCC Christian School through the governing body of the school is:

- a) to provide and maintain safe and healthy working conditions, equipment and systems of work for all persons** engaged in the functioning of the school;
- b) to provide such persons** with all necessary health and safety information, training and supervision;
- c) to accept responsibility for the health and safety of all pupils attending the school;
- d) to ensure that the activities of the school do not adversely affect the health and safety of other people.

2. Organisation

1.1. The duty to comply with Statutory requirements is the responsibility of SPCC Christian School but the responsibility for carrying out the policy on a day to day basis is delegated through the Governing Body to:

- 1.1.1. the Principal of the school, or in her absence to
- 1.1.2. the next most senior member of staff.



1.2. All full-time staff have a duty to take reasonable care for the health and safety of themselves, pupils, and of others who may be affected by their acts or omissions, and to co-operate with the Governing Body on all matters concerning health and safety.

1.3. All persons** engaged in the functioning of the school are responsible for helping to achieve the aims of this policy and whenever anyone notices any danger to the health and safety of anyone they must immediately make the situation safe or, if they cannot solve the problem, they must report it immediately to the Principal or the Senior Management Team.

1.4. The Governing Body considers relevant Health and Safety risks routinely as part of its termly agenda. There is a risk assessment policy to be overseen by the Governors.

** Persons engaged in the functioning of the school means 'all full time or part time paid staff and all voluntary unpaid helpers in whatever capacity they may be engaged'.

3. Arrangements

a) Fire Precaution

(1) Fire Drill

- To be held once per school term and recorded in the Fire Log.
- To be supervised by the Health and Safety Officer and results to be assessed and any necessary action taken.

(2) Exits & Escape Routes

- To be monitored and kept clear at all times by all persons engaged in the functioning of the school.

(3) Equipment

- To be inspected and tested according to the specification

b) Housekeeping

(1) Cleaning

- Cleaning equipment and materials to be kept locked in the cleaners' cupboard.
- Access to the cupboard by authorised persons only.
- Cleaning requirements to be as per separate specification.

(2) Waste Disposal

- Non-hazardous liquid waste via drains.
- Combustible waste to be placed clear of the building for disposal
- Non-combustible dry waste to be placed in bin liners and placed clear of the building for transport to local authority disposal site.

c) Accidents

(1) First Aid Kit

- The responsibility is of the Qualified First Aider or the Appointed Person.
- First aid kits are situated in the school office.
- Each first aider has their own emergency kit.

(2) Reporting of incidents

- All first Aid incidents must be reported in the accident book (in the school office).
- 'Near miss' incidents MUST be recorded in the accident book as a 'Non-Casualty Incident' (NCI)

d) Electrical Equipment

- All electrical equipment on the premises is to be inspected and tested in accordance with all relevant statutory regulations, HSE Guidance Notes, and manufacturer's instructions.



- Portable electrical equipment to be visually inspected by the person proposing to use it before each time it is used to ensure it is free from any damage and safe to use.
- In any instance of suspected danger, equipment MUST immediately be switched off at the wall socket, the plug removed from the socket, a label marked DO NOT USE is to be firmly fixed to the equipment and the situation reported.
- Health and safety and fire precaution training, including the use of electrical equipment and in the spotting of and dealing with hazards, is to be given as the need arises or, as required by relevant statutory regulations, but not less than once per annum. Use of fire extinguishers is to be done by Fire Marshalls every year before engaging on any practical activity, involving the pupils:
- A risk assessment MUST be carried out.
- Staff are advised to keep a record of risk assessments; a risk assessment is to state: 'Nature of Risk' 'Action Recommended'



Fire Safety Risk Assessment Policy

The **Fire Risk Assessment** abides under the Spanish Fire Precautions as found in the "DB-SI: Documento Básico SI Seguridad en Caso de Incendio" (Translated: The Basic Document SI Safety in Case of Fire) found in this link: <https://www.codigotecnico.org/images/stories/pdf/seguridadIncendio/DBSI.pdf>

- Of which the DB-SI was approved by Royal Decree 314/2006 of March 17 (BOE March 28, 2006) and subsequently modified by the following provisions:
- Royal Decree 1371/2007 of October 19 (BOE October 23, 2007).
- Correction of errors and errata of Royal Decree 314/2006 of March 17 (BOE January 25, 2008).
- Order VIV / 984/2009 of April 15 (BOE April 23, 2009).
- Royal Decree 173/2010 of February 19 (BOE March 11, 2010).
- Judgment of the TS of 4/5/2010 (BOE July 30, 2010)
- Royal Decree 732/2019, of December 20 (BOE December 27, 2019)
- Thus, we will adhere to the regulations found in the Spanish Fire Precautions or known as DB-SI in carrying out our FIRE RISK ASSESSMENT:
- SPCC Christian School will be maintained and used in such a way that, in case of fire, the basic requirements established in the following sections are met.
- 11.1 Basic requirement SI 1 - Internal propagation
 - The risk of fire spread through the interior of the building will be limited.
- 11.2 Basic requirement SI 2 - External propagation
 - The risk of fire spread abroad will be limited, both in the building considered and to other buildings.
- 11.3 Basic requirement SI 3 - Evacuation of occupants
 - The building will have adequate evacuation facilities so that the occupants can abandon it or reach a safe place inside it in safe conditions.
- 11.4 Basic requirement SI 4 - Fire protection facilities
 - The building will have the appropriate equipment and facilities to enable detection, control and fire extinguishing, as well as the transmission of the alarm to the occupants.
- 11.5 Basic requirement SI 5 - Firefighters intervention
 - The intervention of rescue and firefighting teams will be facilitated.
- 11.6 Basic requirement SI 6 - Fire resistance of the structure
 - The supporting structure will maintain its fire resistance for the necessary time so that the above basic requirements can be met.

Fire Risk Assessment

SPCC Christian School will carry out a comprehensive fire risk assessment for each of its buildings. These assessments will be kept in the school office. The fire risk assessment will be reviewed and amended regularly and/or annually in the light of any changes that occur in the school if it is either no longer valid or if any changes are planned, such as:

- Any structural changes (alterations to the layout of the premises, erection of partitions, refurbishment etc) which may affect the spread of fire;
- Any change to the use of the premises which may affect the risk rating;
- Any change to work processes or work equipment which may introduce new fire hazards;



- Any change to the numbers of people using the premises to ensure that escape routes can accommodate the numbers safely.

Part 1:

1. Identify the hazards within our school:

- sources of ignition
- sources of fuel
- sources of oxygen

2. Identify people at risk

- people working near to fire dangers;
- people working alone or in isolated areas (such as in roof spaces or storerooms);
- children or parents with babies; and
- the elderly or infirm and people who are disabled.

3. Evaluate, remove, reduce and protect from risk

- Evaluate the risk of fire starting.
- Evaluate the risk of people from a fire.
- Remove or reduce fire hazards.
- Remove or reduce the risks to people from a fire.
- Protect people by providing fire precautions.
 - Fire detection and warning system
 - Fire extinguishers
 - Safe routes to leave the premises
 - Suitable fire exit doors
- When you have reduced the risk as far as possible, you must assess any risk that is left and decide whether there are any further measures you need to take to make sure you provide a reasonable level of fire safety.

4. Record, plan, instruct, inform and train

- Record any major findings and action we have taken.
- Discuss and work with SLT
- Prepare an emergency plan.
- Inform and instruct relevant people.
- Provide training to all staff.

5. Review

- Review our fire-risk assessment regularly, keep it up to date.
- Make changes where necessary.

Part 2:

Managing Fire Safety

SPCC Christian School has delegated day to day responsibility for managing fire safety to the Principal.

The principal will:

1. Ensure that all means of escape are properly maintained, kept free from obstruction and available for safe and effective use at all times; and that the means of escape have adequate emergency lighting;
2. Provide and maintain in working order all firefighting appliances and devices including:



- a) fire detection and alarm systems;
 - b) emergency lighting systems;
 - c) firefighting equipment;
 - d) notices and signage relating to fire procedures;
 - e) means of escape, considering the needs of any disabled users.
3. Carry out or arrange to have carried out a fire safety risk assessment on each of the school buildings to ensure that the school's facilities are compliant; and reduce the risk of fire incidences by carrying out appropriate task risk assessments;
 4. Provide appropriate instruction and training for all school staff on the action to be taken to protect people and property including regular fire evacuation practices for all the school;
 5. Ensure that all staff, students, contractors, visitors and third-party hirers are made aware of and comply with the school's fire procedures;
 6. Identify any special risks, e.g. the storage of hazardous materials, and put in place appropriate procedures to minimise the risks;
 7. Liaise with third parties; the emergency services, and the school's insurers to ensure that best practice for fire prevention and procedures is in place;
 8. Monitor and review this policy on a regular basis so as to ensure that any new risk or alteration to regulations is addressed.

Monitoring

1. The school fire detection and alarm system - The alarm sounders are tested on a weekly basis
2. The school emergency lighting
3. Notices and Signage are updated as and when required and checked annually
4. Firefighting equipment is visually checked weekly and extinguishers are replenished or replaced annually
5. A Fire Log Book which contains records of fire safety issues is located in the school office. These issues include:
 - fire drills;
 - hot work permits, etc;
 - the storing of hazardous materials;
 - the inspection and testing of:
 - fire detection and alarm systems;
 - emergency lighting systems
 - firefighting equipment;
 - staff training records.