Social Development – The child’s identity, their relationship with others, and understanding their place within a social environment.

Emotional Development – A child’s increasing awareness and control of their feelings and how they react to these feelings in a given situation.

Various terms are used to describe social and emotional aspects of learning including personal and social development, emotional literacy, emotional intelligence, and social and emotional competence and social, emotional and behavioural skills. There are five broad social and emotional areas of learning:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills

1. The five broad social and emotional aspects of learning

Self-awareness – Self-awareness enables pupils to have some understanding of themselves. To know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning. When a pupil has self-awareness they know:

- when and how they learn most effectively.
- how to take responsibility for their actions and learning.
- how to feel good about the things they do
- they can recognise when they find something hard to achieve.
- they can identify, recognise and express a range of feelings.
- that feelings, thoughts and behaviour are linked.
- they can recognise when they are overwhelmed by feelings.
that it is OK to have feelings, but not OK to behave in any way they feel like.

Managing feelings – In managing feelings, pupils use a range of strategies to recognise and accept their feelings. They can use this to regulate their learning and behaviour, for example managing anxiety or anger, or demonstrating resilience in the face of difficulty. When pupils can manage their feelings they;

- can stop and think before acting.
- can express a range of feelings in ways that do not hurt other people.
- understand that the way they express their feelings can change the way other people feel.
- can adapt the way they express their feelings to suit particular situations or people.
- can calm down when they choose to.
- have a range of strategies for managing worries, managing anger and other uncomfortable feelings.
- can change the way they feel by reflecting on their experiences and reviewing the way they think.
- know that they can seek support from other people when they feel angry, worried or sad.
- know what makes them feel good and know how to enhance these comfortable feelings.

Motivation – Motivation enables learners to take an active and enthusiastic part in learning. Motivated learners recognise and derive pleasure from learning. It enables learners to set themselves goals and be able to work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation. When motivated a pupil:

- can set a challenge or goal.
- can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when they are achieved.
- can choose when and where to direct attention, concentrate and resist distractions for increasing periods of time.
- knows how to overcome some barriers to learning such as feelings of boredom and frustration and know when to keep trying or try something different.
• can bounce back after a disappointment or when they have made a mistake or been unsuccessful.

• knows how to evaluate learning and use this to improve future performance.

**Empathy** – Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another person’s point of view and modifying one’s own response, if appropriate. When a pupil develops empathy they:

• can recognise the feelings of others.

• know that all people have feelings but understand that they might experience and show their feelings in different ways.

• can understand another person’s point of view and understand how they might be feeling.

• value and respect the thoughts, feelings, beliefs and values of other people.

• can be supportive to others and try to help them when they want it.

• know that their actions affect other people and can make them feel better or worse.

**Social skills** – Social skills enable pupils to relate to others, take an active part in a group, communicate with different listeners, negotiate, resolve differences and support the learning of others. This skill enables the pupil to:

• feel that they belong to and are valued in a class, school and the community.

• understand and accept their rights and responsibilities in school, and know how they can take responsibility for making the school a safe and fair place for everyone.

• know how to be friendly.

• make, sustain and break friendships without hurting others.

• work well in a group, cooperating with others to achieve a joint outcome.

• understand what helps a group to work well together.

• resolve conflicts to ensure that everyone feels positive about the outcome.
• be assertive when appropriate.

• solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on.

2. The stages of social and emotional development

Below we have listed information about what children of given ages tend to be able to do and to learn socially and emotionally, but it is always essential to remember that every child:

• is unique.
• develops at his/her own pace and reacts to people and the world in his/her own way.
• comes from a different background that influences the rate of development.
• has his/her own style of communicating.
• develops in his/her own style and at his/her own pace.

Age 5-6 years

• Develop relationships with peers
• Identify and share feelings in a range of contexts
• Recognise dangerous situations and seek help from adults
• Make and sort decisions and recognise how decisions and choices are made
• Identify personal characteristics to foster self understanding and confidence

7 years old

• Naming identified feelings and emotions

• Identify and demonstrate responsible health behaviour for example; identify foods and ways to keep the body healthy and energetic

• Identify who to go to for help

• Describe potentially dangerous situations related to childhood activities
8 years old

- Identify feelings of others
- Show appreciation, annoyance and anger in appropriate ways and be able to calm oneself
- Identify personal skills and talents
- Able to describe and summarise a plan for making friends
- Able to show listening skills and control of strong emotions
- Develop skills to stay safe

9 years old

- Be able to negotiate and accept difference
- Know strategies for resisting peer pressure
- Know behaviours that can communicate care, consideration, and respect for self and others
- Recognise mood changes and strong feelings and is able to manage him/herself
- Increased knowledge and development of healthy habits

10 years old

- Able to recognise and use communication skills
- Able to resolve conflicts and recognise situations that need adult help
- Know common causes of stress for children and can successfully resolve them
- Use attentive listening skills to promote better communications and relationships

11 years old

- Can effectively work in a group
- Recognise the importance of family and peer relationships
- Increased decision making and problem solving skills
- Setting and working towards personal goals
- Know the relationship between physical health and mental health

12 years old

- Recognise the difference between positive and negative friendships
- Development of anger management skills
- Know strategies to manage stress and feelings caused by disappointment, separation, or loss
• Know appropriate ways to build and maintain positive relationships with peers, parents, and other adults

• Understand the difference between safe and risky behaviour in relationships

13 years old

• Ability to pass on leadership and authority when appropriate
• Recognise contributions of others
• Provide information in a constructive manner
• Communicate in a clear manner
• Understand the benefits of setting limits for self and others

14 years old

• Analyse the short-term and long-term consequences of safe, risky, and harmful behaviours.
• Demonstrate strategies for solving interpersonal problems without harming self or others.
• Demonstrate refusal, negotiation, and collaboration skills
• Apply knowledge and skills to help others
• Apply the skills and strategies needed to resolve conflicts, manage intimidation, avoid and escape violence, and maintain personal safety

15 years old

• Analyse how behaviour can impact on health and disease prevention.
• Analyse how cultural diversity enriches and challenges health behaviours.
• Evaluate the effect of media and other factors on personal, family, and community health.
• Demonstrate strategies used to prevent violence
• Demonstrate respect to others in working groups and others within the community

16 years old

• Know strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress

• Acknowledge the strengths of others
Use confrontation when appropriate

Work well to satisfy the needs of others

Understand the legal issues related to alcohol, tobacco, and other drug use among adolescents

3. Influences that affect child development

Influences on child development

The teaching assistant should understand the major influences that can affect the development of children include:

- genetic illness and disorders, for example, Down’s Syndrome
- environmental factors, for example, location
- social and economic factors, for example access to education, culture
- the influence and contribution of carers, both informal and formal
- psychological factors, for example bonding, security.

4. Signs of emotional distress

Recent research suggests that emotional disorders are often not recognised, even by family and friends. It is important for teachers and teaching assistants to recognise distress in a child as it might indicate something serious such as abuse, neglect or something minor. Here are some possible signs in young children:

- Behaviour is very different from that of peers
- Overly fearful and afraid to try new things
- Refuses to go to school
- Difficulty learning
- Poor grades despite trying very hard
- Recurring physical complaints
- Sad, isolated, withdrawn, frequent crying
- Persistent nightmares, difficulty sleeping
- Frequent, unexplainable temper tantrums
- Persistently disobedient, aggressive
- Continued defiance to authority figures
- Unwilling to communicate with family
- Self-criticism, defensiveness, gives up easily
- Child’s behaviour changes noticeably
- Speech disorders
- Attention seeking
- Regression
Outbursts of anger/temper
Withdrawal
Rocking, hair twisting, thumb sucking
Crying, sobbing, screaming

Most teenagers can be moody and uncommunicative at times, this in itself is not a sign of emotional distress. Signs that an adolescent may be in distress include:

Finding it hard to concentrate, and losing interest in school work and hobbies
Becoming withdrawn and losing touch with friends
Not looking after themselves
Eating too much or too little
Low self-esteem
Sleeping badly or sleeping too much
Change in school performance
Inability to cope with problems
Sexual acting out
Alcohol/drug abuse
Threats to run away
Strange thoughts/behaviours
Fear of weight gain excessive dieting
Self-injury or self-destructive behaviour
Frequent outbursts of anger or aggression
Problems with authority
Truancy, thefts, or vandalism
Negative mood/attitude, thoughts of death
Excessive sleepiness
Persistent over-concern with appearance

5. Some causes of emotional distress in pupils

Stress can be even worse if a family is breaking up, someone close is ill or dies, or if an individual is being physically or sexually abused. Other causes could be:

losing a parent or loved one through family break-up or bereavement
problems at school, such as fear of failure or being bullied
having a parent who’s depressed or anxious
witnessing repeated arguing or domestic abuse
feeling lonely or left out
the death of a pet
a new stepfamily
physical, emotional or sexual abuse
Teaching assistants need to develop strategies for coping with distressed pupils that achieve positive outcomes. Children copy adults so it is important that an assistant stays calm in order to try to calm down the pupil. A distressed pupil will often feel unhappy so it is important too for a teaching assistant to reassure the pupil by helping them to see that:

- it is not the end of the world
- changes can be made
- the problem can be tackled

6. How to support and encourage children to express emotions

Encourage responsibility

When teaching social, emotional and behavioural skills the teacher and teaching assistant should be constantly asking themselves how they can encourage pupils to take ownership. Ideas might include:

- involve pupils in implementing the social, emotional and behavioural skills curricular approach, and make sure they, as well as adults, understand the purpose of the work and the desired outcomes
- involve them in the identification of criteria that demonstrate success
- involve them in the evaluation of their learning
- provide choice as to how activities and tasks are completed and information presented
- use behaviour management techniques that encourage pupils to make a choice about their behaviour
- provide opportunities for pupils to determine class and playground rules and routines, and ground rules for the activities to develop their social, emotional and behavioural skills
- provide opportunities for children to explore how they might establish a classroom environment and ethos that promotes good learning and emotional well-being.

7. Appropriate methods that help pupils recognise and express emotions

It is very important that activities to help pupils name and deal with feelings as part of their personal development are offered in the classroom. Programmes for teaching and learning social, emotional and behavioural skills should:
• provide learning opportunities which make social, emotional and behavioural skills their focus

• ensure learning opportunities are participative, experiential and empowering

• use a step-by-step approach with opportunities for revisiting and building upon skills in a developmentally appropriate way

• use a positive approach

• use active methods

• use whole-class meetings and circle time

• use cooperative group work and peer-education

8. **Circle time sessions**

The very act of sitting in a circle emphasises unity and equality, and symbolically promotes the notion of equal responsibility. The teacher adopts a facilitative role in order to encourage participants to feel they too have the authority and control to solve the behaviour, learning or relationship problems that concern them. Effective facilitators will show the following qualities and skills:

• enthusiasm: a positive approach to the children and the activities
• good eye contact and the ability to show emotional warmth
• empathetic listening
• the ability to recap and reflect back what a child has said
• the ability to keep up a lively pace during the session
• the ability to use effective encouragement
• the ability to respond pro-actively to negative behaviour
• the ability to have fun through building in creative resources to the circle session.
Structure of circle time sessions

Participants must:

- signal if they wish to speak,
- speak positively to each other – no put-downs;
- listen when someone else is talking;
- not name anyone in the circle in a negative way.

The facilitator must:

- try not to say anything negative.
- try to value all opinions equally.

9. Handling sensitive and controversial issues

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings. Those which deal with values and beliefs are also potentially sensitive or controversial. Issues likely to be sensitive or controversial include:

- family lifestyle and values;
- physical and medical issues;
- law and order;
- financial issues;
- unemployment;
- environmental issues;
- bullying;
- Bereavement.

Classroom staff need to be ready to:

- judge when to allow children to discuss issues confidentially in groups and when to support by listening into those group discussions
- ensure that children have access to balanced information and differing views with which they can then clarify their own opinions and views
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and that they have to work within the framework of the school’s values
- ensure they take due care of the needs of individuals in the class when tackling issues of social, cultural or personal identity
10. The school policies on confidentiality

As there are many circumstances through which classroom staff may come to possess sensitive information about pupils, a school policy about confidentiality should be developed to provide guidance for all staff and should cover the following issues:

- making sure that all staff, pupils and their parents are aware of the policy and how it works in practice
- encouraging pupils to talk to their parents and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- making sure that pupils are aware of confidential sources of support
- using ground rules in lessons.

ELEMENT TWO – Care and Support

1. Provide individual support and care for pupils

Care and support duties

Whilst providing care and support, the teaching assistant may be required to perform the following duties:

- help the pupil to focus on the task in hand, for example by repeating or explaining instructions provided by the teacher
- help pupils with disabilities, for example, in preparing for PE or manipulating equipment; and escorting the pupil within and outside the school when moving between classrooms, whilst encouraging independence
- take part in an educational visits whilst ensuring pupil safety
- provide an escort for a pupil outside of the school.
2. Develop high quality relationships with pupils

The teaching assistant’s relationships with pupils may be:

- short term e.g. for a single lesson or limited, specific purpose
- long term e.g. over a number of lessons or to achieve incremental developmental objectives.

The teaching assistant may like to adopt some of the following strategies in order to reinforce relationships with their pupils:

- Give respect to get respect.
- Keep lines of communication open.
- Listen to pupils.
- Use a collaborative discipline style.
- Involve them in the class decision-making
- Focus on positive behaviour.
- Elicit pupil input.
- Be helpful.
- Greet pupils by name.
- Show interests in their interests.
- Attend events of pupils.
- Remember information about their lives outside of school.
- Have one on one time with pupil.
- Chat with pupils outside the class.
- Focus on successes of all.
- Celebrate accomplishments.
- Have a class suggestion box.
- Display their work
- Accept individual differences.
- Value pupils’ diversity.
3. Provide comfort, care and encouragement for pupils

It is generally considered that the most successful way of ensuring that pupils feel valued and important is by:

- Maintaining a warm, caring environment
- Promoting acceptable role models
- Experiencing success through work and play
- Promoting and celebrating the strengths of pupils
- Establishing strong and positive relationships
- Being consistent, firm and fair.

Encouragement

Emphasis should always be on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment. The encouragement and praise, which must be age and developmentally appropriate, should permeate the entire life of the school and can be given in many ways including the following:

- A quiet word or encouraging smile
- A written comment on a pupil’s work
- A visit to the Head Teacher or other member of staff for commendation
- Public acknowledgement by presentation at an assembly of pupils exhibiting good behaviour, helpfulness or a positive approach
- Use of school reports to comment favourably, not only on good work, but on behaviour and on general attitudes
- The issue of certificates to be included in a pupil’s Record of Achievement.

Care and comfort

It is considered to be normal to help and care for pupils whilst they perform the following self-care skills but the age and the developmental level of the child will determine the extent to which staff should be in physical contact with the child.

- Assisting children at the toilet
- Washing children
- Dressing/drying children after P.E./Swimming
- Supervising a group of older boys or older girls changing for P.E.
- Dealing with girls’ periods.
Teaching activities:

- Holding physically disabled and young children in the hydrotherapy pool
- Holding physically disabled children in the sensory room
- Aromatherapy (not to be carried out by children on other children)
- Physical prompting, e.g. teaching child to clap hands or write a letter
- Helping children on climbing frames/apparatus
- 1 to 1 teaching sessions (no physical contact).

Other activities:

- A gentle pat on the shoulder, or, for a young child, a hug as a reward
- Holding hands when on a walk outside school
- A welcoming hug by staff in response to the child (but discouraged in older children)
- Carrying very young or physically disabled children
- Picking a young child up from the floor (lift under armpits)
- Responding to a child wanting a hug because they are distressed or hurt in a way that is commensurate with the direct needs of the child.

It is quite possible that other situations may arise where physical contact with children is necessary. Staff should ask for advice so that any situations which might give rise to accusations of assault or abuse can be avoided.

4. Encourage co-operation with groups and achieve target

Behaviour within the group

When helping with the care and support of groups of pupils, the teaching assistant should show that they can encourage pupils to interact with others in an appropriate and acceptable manner. The standards of behaviour expected of individual and groups of pupils may be specified in:

- individual behaviour plans
- school or class rules
- general expectations about acceptable behaviour.

Barriers and hindrances to establishing and maintaining relationships with pupils may relate to:

- communication e.g. with pupils with English as an additional language
- the learning environment e.g. space, comfort, noise level, disruptions
- the pupils’ ability to learn e.g. poor behaviour, low self esteem, lack of concentration
- the behaviour of others e.g. peer pressure, internal group dynamics, disruptive or
5. Immediate care for accidents and ailments

The Health and Safety (First-Aid) Regulations 1981 only require employers to have first aiders to deal with employees, not others such as pupils. Nevertheless, the DfES recommends that there should be provision of first aid for pupils and visitors to schools. Schools should therefore have clear and published procedures for dealing with first aid.

The teaching assistant does not have the sole responsibility for the safety of pupils and colleagues. However, this does mean they should be fully aware of what is expected of them in terms of ensuring safety and being able to play their part in dealing with any emergency, should one arise. In the event of such an emergency happening in the school the teaching assistant should be able to;

1. Promptly recognise and respond to changes in behaviour and well-being which are signs of common illnesses in children.

2. Report signs of health problems to the teacher promptly.

3. Immediately summon assistance for any health emergency and take action appropriate to the condition, circumstances and within the boundaries of their role.

4. Know how to access routine and emergency medical and health care and who is qualified to deal such circumstances.

5. Give reassurance and support to the pupil in a manner which is appropriate to their age, stage of development and circumstances.

6. Comply with school policy and procedures for recording information about pupils’ health.

7. Maintain their own health and safety whilst dealing with pupils. Make the immediate vicinity as safe as possible.

8. Offer appropriate support to any others involved in the incident once the initial danger is passed.

First aid should normally be administered only by a qualified first aider. But if an
emergency arises and a first aider is not available, teachers or assistants should endeavour to protect the health and welfare of pupils in their charge.

Following is a list of accidents/ailments that the teaching assistant might be called upon to deal with.

**Bruising**

A bruise is an area of skin discoloration. They occur when small blood vessels break and leak their contents into the soft tissue beneath the skin. Bruises are often caused by falls, sports injuries, or blows received by other people or objects. The main symptoms are pain, swelling, and skin discoloration. Ice should be placed on the bruise to help it heal faster and to reduce swelling. It should be placed in a cloth – NOT directly on the skin. This should be applied for about fifteen minutes.

1. If practical the bruised area should be raised above the heart. This helps keep blood from pooling in the bruised tissue.

The bruised body part should be rested by not overworking the muscles in that area.

**Bleeding**

Gloves should always be worn if available.

- The wound should be exposed and pressure applied directly to the bleeding part with a pad or fingers. If the wound is gaping, the edges should be pressed together.

- The injured limb should be raised and supported at the same time, taking care of any suspected broken bone.

- A sterile dressing should be placed over the wound and this should be bandaged firmly. If blood continues to seep through the dressing, another pad should be firmly bandaged on top of the original pad.

- Medical assistance should be sought.

**Signs of distress**

The teaching assistant would be wise to consider the following factors in these situations:
• the student’s gender, age and ethnicity
• the nature of the distress and her or his needs
• the physical environment – including the proximity of other students and adults.

Sickness
The soiled area, including tables and carpets should be cleaned with hot water and detergent. Good standards of hygiene, cleaning and disinfection are important in controlling the spread of the virus, including the following:

• disposable plastic or rubber gloves
• disposable apron,
• disposable cleaning cloths should be used for cleaning.

6. Procedures and Policy

They should follow a similar format to this as recommended by St John Ambulance and the Child Accident Prevention Trust:

• Keep calm
• Assess injury/illness without moving the casualty
• Reassure and comfort the casualty
• Get help – first aider/doctor/emergency services
• Contact the parent or carer
• Defuse the situation by explaining it and reassuring or distracting the other children
• Get cover to supervise the children
• If you cannot contact the parent or carer, go to the hospital with the child yourself – your setting should have obtained parental permission for this when the child’s registration card was signed
• If there has been an accident record it in the accident book
• Explain the situation to parent or carer
• Report the incident to the appropriate person

**Reporting accidents**

Accidents to employees are work-related if they are attributable to:

- work organisation (e.g. the supervision of a school trip)
- the condition of the premises
- plant or substances (e.g. machinery, experiments, etc)
- acts of physical violence to employees (not pupils).

**7. The signs and symptoms of common childhood illnesses**

The following chart shows details of the main childhood illnesses. Please note that in particular the teaching assistants should make sure that they know the symptoms of meningitis and what to do if meningitis is suspected.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Incubation period</th>
<th>How to recognise it</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles</td>
<td>7-12 days</td>
<td>Like a bad cold, Rash appears after three or four days on neck, forehead and cheeks, spreads to body. Spot are red and slightly raised but not itchy. Child is unwell with high temperature and cough.</td>
<td>Very infectious. Can have complications affecting ears, lungs and brain.</td>
</tr>
<tr>
<td>Meningitis</td>
<td>Develops rapidly</td>
<td>High fever headache and vomiting. Pain and stiffness in the back of neck, joint pains, dislike of light and a rash of red/purple spots. If child becomes floppy, drowsy, confused or unconscious – treat as emergency. Contact parents and get to hospital immediately.</td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td>14-21 days</td>
<td>At first child may be unwell and have slight fever. Pain around ear. Swelling starts under jaw up by ear.</td>
<td>It is the most common cause of viral meningitis and can cause deafness.</td>
</tr>
<tr>
<td>Rubella</td>
<td>14-21 days</td>
<td>Rash appears first on face them</td>
<td>Must be kept away</td>
</tr>
</tbody>
</table>
Chicken pox

14-16 days spreading. Spots flat. Glands in back of neck may be swollen. Felling unwell, rash and maybe a temperature. Spots are red and become yellow fluid filled blisters. First on chest and back and them spread. Spots eventually become dry scabs. from pregnant women. One attack usually gives protection for life. Pregnant women who think they have been in contact with chicken pox should see a doctor.

_ELEMENT THREE – Health, Hygiene and Child Protection_

1. Health education

An effective health education programme should:

- address the needs of young people
- consider children’s and young people’s knowledge and experience
- be supported by the whole school
- be supported by health promotion activities in the community
- be delivered by well-informed staff
- be delivered using pupil-centred methods

Health education is concerned with quality of life and encompasses the promotion of the physical, emotional and social well-being of every member of society. Within health education there are three inter-related strands:

- physical health – exploring physical factors in relation to health and looking after ourselves
- emotional health – exploring emotions, feelings and relationships and how they affect our mental well-being
- social health – exploring the interaction of the individual, the community and the environment in relation to health and safety.
2. Encouraging good hygiene practices

The following classroom procedures can help reduce the spread of infections in the school and classroom? Staff can:

- Encourage students to practice good hand-washing.
- Allow time for hand-washing.
- Keep hygiene items in the classroom.
- Keep first aid supplies readily available for open or bleeding wounds.
- Practice universal precautions from exposure to bodily fluids.
- Maintain a clean classroom daily.
- Inspect toilets daily.
- Utilise the school nurse as a resource for hygiene education.

3. The School policy relating to health, hygiene and medical matters

The aim of the school health and hygiene policy is to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

Example of school Policies and Procedures

Health and Hygiene – Policy and Practice

This school promotes a healthy lifestyle and a high standard of hygiene. This is achieved in the following ways:

Health

Food

- All meals and snacks provided will be nutritious and pay due attention to a child’s particular dietary requirements.

- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children’s understanding of a healthy diet.

Outdoor play

Children will have the opportunity to play in the fresh air throughout the year

Illness
• Parents are asked to keep their children at home if they have any infection.

• Parents are asked not to bring into school a child who have been vomiting or had diarrhoea until at least twenty-four hours have elapsed since the last attack.

• If a child becomes ill during school they will be made comfortable and the parents notified and asked to collect their child as soon as possible.

• The school will inform OFSTED and RIDDOR of any outbreaks of notifiable diseases.

• Cuts or open sores, whether on an adult or child, will be covered with a dressing.

• The school will ensure that first aid equipment is kept clean, replenished and replaced as necessary.

**Hygiene**

To prevent the spread of infection the school will ensure that the following good practices are observed:

**Personal hygiene**

• Hands washed after using the toilet.
• A box of tissues available.
• Paper towels available and disposed of appropriately.
• Hygiene rules relating to bodily fluids followed with particular care.

**Cleaning**

• Any spills of blood, vomit or excrement wiped up and flushed away down the toilet.

• Rubber gloves always used when cleaning up spills of bodily fluids. Floors and other affected surfaces disinfected Fabrics contaminated with fluids thoroughly washed in hot water.

• Spare laundered clothing available in case of accidents and polythene bags in which to wrap soiled garments.

• All surfaces cleaned daily with an appropriate cleaner.

**Food**

The school will observe current legislation regarding food and hygiene, registration and training. In particular each adult will:
• Always wash hands under running water before handling food and after using the toilet.

• Not be involved in the preparation of food if suffering from any infectious/contagious illness of skin trouble.

• Never cough or sneeze over food.

• Use different cleaning cloths of the kitchen and toilet areas.

• Prepare raw and cooked meat in separate areas.

• Keep food covered.

• Ensure waste is disposed of properly.

• Wash fruit and vegetables thoroughly before use.

• Any food or drink that requires heating will be heated immediately prior to serving and not left standing. No food or drink will be reheated.

• Tea towels will be washed and kept clean.

• All utensils will be kept clean and stored in a dust free place. Cracked or chipped china will not be used.

This school operates a strict policy on NO smoking, NO alcohol and NO drugs.

**The teaching assistant’s responsibilities**

They should promptly report any problems in maintaining standards of health and hygiene to the teacher.

**Senior Managers** have the following responsibilities:

• to be aware of their own role in regard to health and safety management

• setting and monitoring appropriate health and safety objectives for staff

• ensuring appropriate health and safety information, instruction training and supervision is provided for staff and others under their control

• implementing appropriate consultation and communication procedures

• developing and maintaining a local Health and Safety Management System
• to monitor the effectiveness of the implementation of the Health & Safety Management system

• ensuring that adequate resources are allocated to health and safety

• appointing local Health and Safety Advisors.

4. The school’s policy relating to administering medication

Health care plans

Where a health care plan is required it should include:

• child, family and health professional details
• details of the condition
• any special requirements, for example, dietary needs
• medication needs and any potential side effects of medication
• what constitutes an emergency
• what to do in an emergency situation
• who to contact in an emergency
• the role of staff.

5. The signs of child abuse

Physical abuse

Signs and indicators of physical abuse can include:

• Cuts
• Fractures
• Burns and scalds
• Scratches and bite marks
• The effect of poison
• Bruises
  o In places unlikely to be caused by falls
  o With unusual shape such as finger marks
Caused by straps or other objects.

Non-accidental injuries are likely to be frequent, patterned, finger and thumb marks and to be in an unusual position. A carer may find old and new marks in the same place. Common places for non-accidental injuries are:

- Skull – fracture, bruising or bleeding
- Eyes – bruised or black, particularly both eyes
- Nose
- Cheek/side of face – bruising, finger marks
- Ears – pinch or slap marks, bruising
- Mouth
- Neck – bruising, grip marks
- Shoulders – bruising, grip marks
- Chest/breast – bruising, grip marks
- Upper and inner arms – bruising, grip marks
- Bony spine
- Genitals
- Buttocks – bruising, marks of a belt or buckle
- Thighs – bruising, grip marks
- Knees – bruising, grip marks
- Shins

**Emotional abuse**

Indicators of emotional abuse can include:

- Aggression
- Unresponsiveness
- Communication problems
- Lethargy
- Stunted growth
- Failure to thrive
- Wetting or soiling themselves
- Poor self-esteem
- Rocking back and forth
- Complete or partial withdrawal from activities in the setting

As in other forms of abuse all these signs could have an entirely different explanation, but if it is noticed that any of these signs reoccur over a period of time, the teaching assistant may want to consider whether emotional abuse could be the cause.

**Sexual abuse**

Indicators of sexual abuse can include:
• Bruising on the chest/breasts, inner thighs or buttocks
• Sudden or unexpected changes in behaviour
• Stained underclothes
• Genital injuries, soreness or rashes
• Urinary-tract infections
• Frequent headaches and stomach pains
• Bed wetting
• Eating disorders
• Flirtatious/promiscuous behaviour
• Running away from home
• Alluding to secrets that can not be revealed

Neglect

Indicators of neglect can include:

• Low weight
• Large appetite
• Being dirty and smelly
• Inappropriate dress such as sandals in winter

6. Responding to disclosure

A pupil may well turn to someone in the school if they are looking for an adult they can trust. If the pupil makes a disclosure, a teaching assistant shouldn’t let the child think they have ignored what they have said or brushed aside their concerns. The teaching assistant should make sure that they:

• Offer comfort and reassurance
• Show the pupil that they are taking whatever they have said seriously
• Tell the pupil they are not to blame
• Give the pupil as much time as is necessary for them to talk about what has happened
• Tell the pupil that they are there to help them and that they can be trusted.
• Reassure the pupil that they are right to disclose and that they will take action

As soon as the pupil has finished telling them about the abuse, they should:

• Contact their supervisor, if necessary getting a co-worker who the pupil trusts to look after them.

• Tell the supervisor what the pupil has told them.

• Make notes on what the pupil has told them, being careful not to change anything, not even the language.
7. Reporting concerns

Every area has an ACPC of senior managers from all agencies who work with children and their families, for example, social services, health and police. The responsibilities of the ACPC include:

- To issue procedures outlining what people should do if they have a concern about child abuse and what will happen as a result.
- To ensure that national policies and procedures relating to child protection are put in place.
- To ensure that all the relevant agencies work together for the protection of children.