



Pupil Safety Policy

Written By	Senior Staff, School Office team
Frequency of Review	4 years
Date reviewed and approved by Governing Body	Autumn 2025
Date of next review	Autumn 2029
Display on Website	✓
Purpose	The School ensures that there are clear protocols when monitoring pupil safety
Consultation	Governors ✓
	Parents ✓
	Pupils ✓
	Staff ✓
Links with other policies	Safeguarding Child protection Health and safety KCSIE

At the start of every academic year, all staff to reread and familiarise themselves with KCSIE.

Recent updates to KCSIE include:

- The DfE's Working Together to improve school attendance is now statutory guidance
- Changes to the contents list under online safety, adding in disinformation, misinformation and conspiracy theories
- More information on the DfE guidance on generative artificial intelligence (AI)
- Additional information on, and clarity around, alternative provision guidance
- Clarity on Virtual School Heads and their non-statutory responsibilities around children in kinship care

Drug safety

At Burlington Junior School our drugs education is mainly delivered in the classroom by the class teacher, across the curriculum in PSHE, Science and Circle Time. We would also seek the advice of the Health team/school nurse and, where appropriate, Education Welfare Social Services and SPA. All the below features are covered within a spiral curriculum, which is revisited regularly.

- Safety
- Support and help
- Medicines & illegal drugs – the reasons why people take them
- Media/stereotypical/representation about drugs, including cigarettes
- Risks
- Peer culture and pressure
- Self-esteem and self-worth
- Respect for self and others
- Choices and decision making
- Health and taking care of myself
- Skills for assertion/sticking up for themselves

Sun Safety

Sun safety is taught through PSHE lessons, in assembly time and reminders are also sent out to parents via the newsletter. The message for both parents, children and staff is:

- Stay out of the sun as much as possible during the middle of the day.
- Stay in the shade whenever possible – especially at lunch time when the sun is at its hottest. Only play in the sun for short periods of time.

- Wear loose fit clothes made of tightly woven fabric to keep you cool and keep the sun off your skin.
- Always put high factor sun cream on before and after school. Bring your own lotion to school for your teacher to look after until you need it.
- Put on a cap to protect your eyes, face, ears and neck from the sun.
- Remember to bring your water bottle to school and to drink lots of water throughout the day.

Healthy Eating

Healthy eating is taught through science, PSHE, in assemblies and monitored every day in the lunch hall. Regular reminders about what should be in a packed lunch are sent out via the newsletter to parents. We adhere to the following:

- To ensure that all aspects of food and nutrition in school promote the health and wellbeing of the whole school community.
- To ensure that all members of the school community are able to make informed choices and are aware of the importance of healthy food, where food comes from and the need to support sustainable food and farming practices.
- To enable pupils to make healthy food choices through the provision of information and development of appropriate skills including food preparation.
- To ensure that the mandatory food based standards are implemented (our catering company **Nourish** are responsible for this aspect of checking food standards).
- To take a whole school approach to healthy eating to ensure that messages taught in the curriculum are echoed and reinforced by the type of food and drink provided in school.
- All our school meals are provided by a contracted caterer who has a healthy food policy. This includes the use of fresh fruit and vegetables each day as a choice for the children.
- Some children bring a packed lunch to school. We regularly include items in the weekly bulletin about the contents of these. We do not allow sweets, chocolate covered items, salted snacks e.g. crisps etc, fizzy drinks or drinks other than fruit juice or water.

Asthma

We have children who have asthma at Burlington. We always work with parents to support children with asthma to access a broad curriculum, especially PE, as well as to enjoy outside playtimes and activities wherever possible. At Burlington we adhere to the following:

- To ensure that pupils with asthma can and do participate fully in all aspects of school life, including art lessons, PE, science, visits, outings or field trips and other out-of-hours school activities.

- To recognise that pupils with asthma need *immediate* access to reliever inhalers at all times. Inhalers will be kept in the class medical box in the office and taken to outdoor PE lessons. Pupils with asthma must carry their reliever inhaler when on school trips.
- The office to keep a record of all pupils with asthma. Class teachers to be informed of children with asthma in their class or year group.
- All inhalers must be labelled and in the original box showing the child's name. Parents/carers to check that inhalers are in date on a regular basis.

Playground Safety.

SLT work regularly with all play and lunch supervisors to understand the risks while children are at play. SLT also talk to the children in assemblies to help them remember what the safety rules are when playing outside on various activities. The School Council are also involved with reviewing the rules annually. Teachers also use PE lessons to help children remember how to play safely.

Burlington Junior School Playground equipment risk assessment

Spinners (rotating equipment)

- **Risk of falling off at speed** – Ensure supervision and instruct children on safe use; 2 children max at a time, feet on spinner, no 'flying'.
- **Head or limb injury from moving parts** – Maintain clear zones around equipment and discourage crowding. Children not to push others on the spinner around
- **Entanglement (e.g. loose clothing)** – Advise children not to wear scarves or loose items during play.
- **Slips when boarding or dismounting** – Use non-slip surfaces and monitor for wet conditions.
- **Equipment malfunction** – Regular maintenance checks and immediate reporting of faults.

Monkey Bars

- **Falling from height** – Ensure soft impact-absorbing surface underneath is of a high standard.
- **Overexertion or strain injuries** – Encourage age-appropriate use; younger or less strong children supervised or not allowed on the equipment.
- **Finger entrapment** – Ensure bars are evenly spaced and free of sharp edges or gaps.
- **Wet or slippery bars** – Monitor and restrict access during/after rain.
- **Climbing above or hanging unsafely** – Educate on correct use and monitor behaviour.

- **Ensure area around the equipment is not over crowded to avoid those on the ground being hurt should a child jump from the monkey bars.** 1 pupil at a time on it.

Climbing Frame

- **Risk of falls** – Soft surface is regularly checked for any faults; ensure children use equipment suitable for their height/ability. No jumping from top.
- **Overcrowding** – Limit numbers during busy playtimes (domed: 8 pupils, cubed:10) with adult supervision.
- **Monkey bars:** one at a time
- **Tripping hazards at entry/exit points** – Keep surrounding area clear and well-maintained.
- **Loose or broken parts** – Weekly inspections and prompt repairs when faults are reported.

Zip Wire

- **Falling off mid-ride** – sit on seat and hold rope; instruct children on how to hold on if needed.
- **Queueing area risks (pushing/shoving)** – Mark a safe waiting zone with supervision. 1 at a time and queuing system in place
- **Injury from returning wire** – Ensure area is clear before the next use.
- **Rope/cable wear and tear** – weekly visual checks; regular maintenance by site manager.

Den Building (natural or man-made materials)

- **Use of unsafe or heavy materials** – Supervise material selection; avoid logs or equipment that are too heavy.
- **Risk of collapse** – Teach how to build stable structures and restrict over-sized constructions.
- **Splinters or cuts from wood** – Encourage smooth materials; inspect wood before use.
- **Hidden hazards (e.g. nails, glass)** – Clear area before activity and store materials safely.

Chase Games on Hard Surface (e.g. tag on concrete)

- **Trips and falls** – Encourage sensible play and provide first aid cover for minor injuries.

- **Collisions with others or walls** – Establish boundaries and restrict game size/duration.
- **Inappropriate footwear** – Remind children to wear trainers or closed shoes, especially on PE days.
- **Weather-related hazards (slippery when wet)** – Restrict games in wet conditions.

Trim Trail (e.g. balance beams, stepping logs, ropes, etc.)

- **Falling from height or loss of balance** – Ensure adequate safety surfacing (e.g. bark, rubber mulch) is in place and fit for purpose.
- **Overcrowding or pushing** – Supervise and limit the number of children using the trail at once.
- **Wet or slippery surfaces** – Restrict use during/after rain and conduct visual checks before play.
- **Improper use (e.g. jumping between elements)** – Provide clear usage rules and regular safety briefings.
- **Wear and tear (loose ropes, unstable beams)** – Carry out regular inspections and maintenance.

Parallel Bars

- **Falls or loss of grip** – Check safety surfacing is well maintained and encourage correct hand placement and grip technique.
- **Injury from dismounts or jumps** – Supervise use and discourage risky moves such as flips or high jumps. One pupil at a time.
- **Clothing entanglement** – Advise against scarves or loose clothing; check for safe attire.
- **Overexertion or joint strain** – Encourage age-appropriate use and discourage overuse.

Rolling Down Grass Slope

- **Collisions with other children or objects** – Designate safe rolling zones and ensure clear space at the bottom of the hill.
- **Injury from uneven ground or hidden hazards (stones, sticks)** – Inspect the slope regularly and remove debris.
- **Dizziness or nausea** – Limit number of rolls and observe children for signs of discomfort.
- **Skin abrasions** – monitor for rough ground.
- **Wet or muddy conditions increasing risk** – Restrict activity when the slope is too slippery or waterlogged.
- **Grass turf netting** - can come apart – trip hazard – regular checks

Mud Kitchen

- **Hygiene issues (mud ingestion, hand-to-mouth contact)** – Enforce hand washing before and after play. Bucket for initial rinsing outside and then wash inside.
- **Slips and falls on wet/muddy ground** – Use non-slip mats, grass or astroturf matting and supervise closely.
- **Use of unsafe tools or materials (sharp edges, glass)** – Provide only child-safe utensils; inspect materials regularly.
- **Cross-contamination (e.g. using real food or dirty water)** – Use only clean water and no real food; refresh water regularly.
- **Inappropriate play (throwing mud, aggression)** – Set behaviour expectations and intervene if necessary.

Climbing Wall

- **Falls from height** – Ensure impact-absorbing safety surface (e.g. rubber matting, bark) is installed and maintained.
- **Incorrect use (jumping, pushing, racing)** – Supervise at all times and ensure no jumping from the top. 4 pupils at one time.
- **Loose or damaged holds** – Schedule regular visual inspections and tighten or replace worn components promptly.
- **Inappropriate footwear or clothing** – Enforce rules requiring proper footwear (e.g. trainers or shoes that can grip).

No Play Fighting

- **Injury through rough play or unintended escalation** – Communicate and reinforce a zero-tolerance policy for play fighting.
- **Misunderstanding between friendly play and aggression** – Provide PSHE or circle time discussions on safe, respectful play.
- **Peer pressure encouraging risky behaviour** – Encourage children to report concerns and promote positive role models.
- **Adult intervention** – Ensure staff are trained to spot and stop play fighting quickly and consistently.
- **Reinforcement through signage and reminders** – Revisit rules during assemblies and class time.

Risk Assessment for Wet Play or indoor activities

1. Slips, Trips, and Falls Indoors

Risk: Wet clothing or shoes from outside can create slippery surfaces inside classrooms or corridors.

Control Measures: Ensure children change out of wet clothing/shoes into PE kit if very wet; staff to mop up wet floors especially by entry points from outside

2. **Unsupervised Use of Toilets**

Risk: Children may be more likely to leave the classroom unnoticed during wet play, leading to safety or safeguarding concerns.

Control Measures: Implement a toilet pass system; encourage toilet breaks in 2's where appropriate.

3. **Overcrowding in Classrooms or Halls**

Risk: Wet play often means children are confined indoors, increasing noise levels and potential for minor accidents.

Control Measures: Split groups between classrooms if possible; provide structured indoor activities to reduce restlessness.

4. **Inappropriate Use of Indoor Equipment**

Risk: Staying inside may lead to misuse of classroom equipment (e.g. using materials unsafely).

Control Measures: Ensure lunchtime and playtime staff monitor activities; provide suitable wet play games and materials.

5. **Emotional or Behavioural Issues**

Risk: Lack of outdoor activity may heighten frustration or energy levels, potentially leading to conflict.

Control Measures: Encourage calm, inclusive games; staff should remind pupils about positive behaviour strategies and being ready, respectful and safe.