

Our Lady and St Joseph School

Pupils Walking Alone to and from School

Date	Review Date	Coordinator	Nominated Governor
1 st January 2019	1 st January 2021	Head	Chair

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE 2018)
- Home to School Travel and Transport Guidance: Statutory Guidance for Local Authorities (DfE)
- Transport for Young People: A Good Practice Guide (Community Transport Association)
- Travelling to School: A Good Practice Guide (Department for Transport)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that our responsibility of supervising pupils begins when they arrive at school. It is our duty that all parents are informed of the time that school starts and that children should not arrive until at least 10 minutes before that time when school personnel will be on duty.

We acknowledge that there is no law prohibiting children coming to school on their own but we strongly advise parents of children in the Foundation Stage/Foundation Phase/Key Stage 1 to bring their children to school and to collect them at the end of the school day.

We ask all parents with children in Key Stage 2 (KS2) to think carefully before allowing their children to walk to and from school alone. Parents must sign the appropriate parent-school agreement before allowing their KS2 child to do so.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To strongly advise parents of children in the Foundation Stage/Foundation Phase/Key Stage 1 to bring their children to school and to collect them at the end of the school day.
- To advise parents with children in Key Stage 2 to think carefully before allowing their children to walk to and from school alone.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Pastoral Care;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;

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- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- inform all new and prospective parents of this policy at introductory school meetings;
- inform KS2 parents that when they consider allowing their child(ren) to walk to school alone they should consider the following
 - Safeguarding issues such as stranger danger
 - The confidence of their child
 - Trustworthiness
 - The risks associated with the route(s) that their child will take
 - Road safety skills
- inform KS2 parents that if they decide to allow their child to walk to and from school alone then they must sign the appropriate parent-school agreement giving permission for their child to walk home alone;
- ensure that at the end of the school day school personnel will ensure:
 - the safe exit of all pupils from the school site;
 - Foundation Stage/ Foundation Phase or KS1 children must be collected by their parents or a named adult;
 - Foundation Stage or KS1 children will not be allowed to walk home on their own;
 - KS2 can walk home alone only if their parent/carer has signed the appropriate parent-school agreement giving permission for their child to walk home alone;

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- parents are contacted if children are not collected;
 - uncollected children remain in school until they are collected by their parent/carer or named person;
 - all pupils who travel by school bus or taxi are safely escorted to and handed over to the appropriate drivers and travel escorts.
- ensure risk assessments are:
 - in place and cover all aspects of this policy;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel.
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Pastoral Care Coordinator

The coordinator will:

- create and establish a pastoral care programme to assist the needs of all pupils;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure the Safeguarding and Child Protection policy protects all pupils from physical, intellectual, moral, emotional harm;
- line manage a group of special trained school-based counsellors;
- ensure the counsellors receive regular continuing professional accredited training;
- assist in establishing and maintaining good communication between school, parents/carers and external agencies;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all the afore mentioned aspects of this policy;
- be responsible for the general welfare of pupils in their class;
- establish and maintain good communications and contact with parents;

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- report any concerns they have of a pupil to the Pastoral Care coordinator;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will be aware of the arrangements that their parents have made for them.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email

Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training on induction which specifically covers:

All aspects of this policy

Child Gone Missing

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- | | |
|--|---|
| <input type="checkbox"/> Safeguarding and Child Protection | <input type="checkbox"/> After School Clubs |
| <input type="checkbox"/> Health and Safety | <input type="checkbox"/> Accidents and Emergencies |
| <input type="checkbox"/> Pastoral Care | <input type="checkbox"/> Pupil Behaviour and Discipline |
| <input type="checkbox"/> Supervision of Pupils | <input type="checkbox"/> Equal opportunities |
| <input type="checkbox"/> Uncollected Child | <input type="checkbox"/> Inclusion |

- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Accidents and Emergencies
- After School Clubs
- Child Gone Missing
- Health and Safety
- Pastoral Care
- Pupil Behaviour and Discipline
- Safeguarding and Child Protection
- School Travel Plan
- Supervision of Pupils
- Uncollected Child

Headteacher:	Sean Flood	Date:	January 18 th 2019
Chair of Governing Body:	Derek Vitali	Date:	January 18 th 2019