

POLICIES AND GUIDANCE PROCEDURES



FOR

FREE BREAKFAST

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1. Background

Providing free breakfast in primary schools has been an integral part of the wider work the Welsh Government has been doing to improve food and nutrition in schools maintained by local authorities in Wales over the past ten years. In September 2004, the Welsh Government made a commitment to provide for all children of primary school age registered in maintained primary schools in Wales to have a free, healthy breakfast at school each day. This initiative was intended to help improve the health and concentration of children to assist in the raising of standards of learning and attainment. It was not intended to replace breakfast that may have been already provided but will allow all those that, for whatever reason, have not had breakfast, to have one in school.

Restricting the initiative to Primary Schools is principally intended to ensure not only that our youngest children are given a flying start in life, but also to ensure that the increasing practice of skipping breakfast is stemmed at the earliest possible age. However, at the end of March 2013 the Grant funding from the Welsh Government was transferred directly to the Revenue Support Grant (RSG) for each Local Authority. This had a financial detrimental effect on Carmarthenshire because the new formula to allocate the funding required a financial contribution from the Education Department.

2. Why provide breakfast?

The provision of free breakfasts is **optional**. However, there are many advantages for schools choosing to make a commitment to providing children with the opportunity to have a free healthy breakfast. These advantages may include:

- Improving health and nutrition by encouraging healthier eating;
- Promoting the importance of breakfast and highlight its benefits;
- Providing children with a good start to the school day;
- Helping raise achievement by improved concentration and attendance;
- Improving children's attitude to learning and enhancing social and personal skills;

Breakfast has long been recognised as the most important meal of the day and evidence suggests that children who have the opportunity to eat a healthy and nutritious breakfast prior to the start of the school day are more likely to achieve their full educational potential. Feedback has stated that successful breakfast schemes in schools have led to positive attitudinal changes – improved attendance, improved behaviour, fewer discipline problems and greater sustained concentration.

3. Setting up

The Local Authority Caterers can provide breakfasts with agreement from the school. A school should not plan a start date without written agreement with their LEA co-ordinator. Clearance should be sought if the breakfast session is to be operated independently of the LA caterers. If there is need to use the school dining hall and kitchen there will need to be liaison with the LA's catering department to inform of the school's intentions.

One of the first tasks for a participating school will be to write to parents/guardians to provide information on the initiative and to ask whether their child would wish to attend the breakfast session.

Breakfasts provided by local authorities must be:

- Provided free of charge
- Available on the school's premises
- Available before the start of the school day

There are three situations where the local authority's duty to provide free breakfast will not apply.

- From April 2013, where no request is made by the governing body to the local authority to establish and provide free breakfast provision.
- Where the school has asked the local authority in writing to stop providing existing free breakfast provision.
- Where the local authority has decided that it would be unreasonable to provide, or continue to provide, breakfasts and has notified the governing body in writing that, as a result, it is not going to provide breakfast: or, where breakfasts are currently provided, that it is going to stop providing breakfast.

What is meant by 'unreasonable' provision of free breakfasts in primary schools?

Under the 2013 Act, the duty to provide free breakfast does not apply where the:

- Governing body has asked the local authority in writing to stop providing breakfasts
- Local authority has decided that it would be unreasonable to provide breakfasts and has notified the governing body in writing that it is not going to provide the breakfasts or is going to stop providing them.

The 2013 Act does not state what would constitute as being 'unreasonable'. This allows for flexibility for different sets of circumstances so that, for example, what is unreasonable in one set of circumstances may not be unreasonable in another.

4. The venue & storage

Usually, the venue would be on the school premises, however, if for any reason these premises are unsuitable, alternatives such as a community room or hall could be considered. Storage of tables, food and equipment need to be in a place where it is convenient, secure, safe, and wherever possible, close to the venue of the breakfast session.

5. Regulations

There are a few regulations, which apply to the running of breakfast sessions. These will need to be considered and decisions made before opening. They include;

- **Responsibility** – Head teachers are responsible for the internal organisation, day to day management and control of the school (Regulation 6(1) of The School Government (Terms of Reference) (Wales) Regulations 2000 (as amended by the 2002 Regulations) this also applies to the breakfast session. This does not mean that the Headteacher needs to be on the school premises during the breakfast session. It is vital however that those involved in the day to day running of the breakfast session have clearly defined **roles and responsibilities** (see page 8) and know who to contact in case of an emergency.
- **Health and Safety** – All employees must take reasonable care of their own health and safety and that of others, who may potentially be affected by their acts and/or omissions and cooperate with their employer. A risk assessment for the operation of the breakfast session has been conducted and recorded in writing to identify the risks to health and safety (Appendix J).
- **Childcare** – Providing the period for operating this initiative is not extended to create another purpose of childcare, registration with Care Standards Inspectorate for Wales (CSIW) would not be required. There may be scope for a low ration, play based, fee charging childcare club to precede the free breakfast service and registration may then be required if, taken with an after-school club with the same management, more than two hours per day of care are provided.
- **Fire safety and drills** – Fire drills should be carried out once a term to ensure compliance with regulations and should be recorded on the breakfast operational returns sheet. (Appendix H).
- **Insurance** – It is important that whoever is operating the breakfast session e.g., School, private / public / voluntary sector ensures that adequate insurance cover is in place. This may require an amendment to an existing insurance cover. It is important to note that some types of insurance cover are required by law.

6. Operational issues

- **Timing** – The 2013 Act specifies that breakfast must be available before the start of the school day, with an exception for a community special school. There can be flexibility regarding timings for breakfast sessions. Sessions should commence before the start of the school day. This section should be read in conjunction with the subsection on Childcare, within section 5, on page 6. Breakfast provision should normally be delivered as a short period (**30 minutes**) with the primary purpose of providing sufficient time to enable those children who attend the session to have a healthy breakfast before the start of the normal school activities.
- **Children attending the breakfast session** – The number attending the breakfast session must be recorded each day in the agreed format and sent to the Catering Department.
- **Parent / Guardian consent** – Parents / Guardians should inform the school in advance if their child(ren) would like to receive a breakfast, preferably giving one week's notice. It cannot be guaranteed that a child will receive breakfast if prior notice has not been given. Pupils attending require a fully completed consent form (Appendix A) with at least one contact number for a parent or guardian. On entering the breakfast session, children must be delivered to the breakfast staff at the facility door and not left unattended at the school gate.
- **Children behaviour** – The fact that a pupil's behaviour is unacceptable does not mean that they lose their entitlement to receive a free breakfast at school unless the pupil has been excluded from school. In such circumstances the school should consider how best to provide the free breakfast to the pupil if he/she still wishes to receive breakfast. Once children have registered on arrival, they must remain in the breakfast session until the start of the school day.

7. Food items and portion sizes

- **Menu choice** - The breakfast offered should be healthy and children are to be encouraged to try different options available. There will be four food groups to choose from, see Appendix B for sample menu. Water should be available on demand at every session.
- **Allergies / Special dietary requirements** – It is important that parents provide information on any allergies / special dietary requirements that their child may have. This will be collected at the outset of the initiative in the letter to parents and must be brought to the attention of all staff working during the breakfast session.

8. Participation

- **Children's involvement** - Children should be encouraged to become involved with the running of breakfast sessions. This could include working with the School Council, suggesting improvements to the session and taking responsibility for clearing away their own breakfast dishes.
- **Parents & Guardians** – Must ensure they escort their children to the entrance of the club and hand their child over to a member of the breakfast staff. These adults must refrain from entering the breakfast club sessions.
- **Involving experts** – Arrangements can be made via the Catering Department for visitors to attend the breakfast session to talk to the children about health / nutrition. 'Wheelie Smooth' has visited many free breakfasts throughout Carmarthenshire where pupils have had the pleasure of making 'pedal powered' smoothies.
- **Publicising** – Themed days are provided to experiment with food and / or activities. Poster's advertising menu and operating times should be displayed in available areas. Dylan the Dragon, the school meals mascot may visit your school to raise awareness of the importance of a nutritious, healthy diet.
- **Evaluation** – Questionnaires to parents and children are encouraged and more informally asking the children for their views. Feedback is useful when reviewing the breakfast service.
- **Dental** – It is recommended that children at least 'swish and swallow' with water after having their school breakfast.

9. Health & Safety / Training

- **Food Hygiene** – It is essential that the staff are aware and understand the basic food hygiene rules (Appendix F). Staff will be invited to undertake food hygiene courses; every effort must be made to attend.
- **First Aid** – There should be a minimum of one staff member trained in first aid. Refresher courses will be arranged as and when required. There will be an up to date first aid kit on site either in the breakfast area or in the kitchen, this is available to be used by anyone who requires doing so within the breakfast session. Please ensure that you know who your first aider is and where your first aid box is kept.

First Aider _____

Location of kit _____

- **Manual Handling** – Any member of staff handling equipment, such as SICO tables, must be trained on manual handling. Assess the load, position your feet, bend at the knees, keep your back straight and your head up and come up slowly. Avoid hazardous manual handling tasks so far as is reasonably practicable. Assess any hazardous manual handling which cannot be avoided and reduce the risk of injury to the lowest level reasonably practicable.
- **Child Protection** – Staff must **immediately** report any allegations of abuse and neglect of pupils to the Head teacher or deputy who will inform the relevant service. Catering staff must also inform their Catering Manager of any such issues being addressed. Every member of staff working within the free breakfast must have received child protection training to a level commensurate with their role and responsibilities, as per the All Wales Child Protection Procedures 2008. See Appendix I for further information.

10. Roles and responsibilities

- **Staffing Levels**

The Catering Department will allocate the appropriate staffing ratio. A minimum of two breakfast staff (assistants and / or supervisors) should be present at one time. Consideration will be given for provision of additional staffing support for Special Educational Needs pupils. All adults involved in the breakfast session must be cleared by the Criminal Records Bureau before working with children.

- **Staff Conduct**

Staff are expected to conduct themselves in a professional manner, as set out in Appendix G. If you are dissatisfied with any aspect of your employment, discuss with your Catering Manager as soon as possible.

- **Reporting for duty**

Please inform your Catering Manager if you are not in work for any reason, to include, inset days, industrial action, no power, and snow or flood closures. It may be likely that you will be asked to carry out cleaning duties or to assist in other schools not affected. Individuals are required to sign the log book twice daily, i.e. at the start and finish of each shift.

- **Confidentiality / Security**

Information regarding pupils, fellow employees or incidents within the establishment must remain confidential and, if appropriate, documentation to be stored securely. Information that may be available to you as an employee must not be divulged to outside sources.

Always report any suspicious incidents, to include break-in's, immediately to the Head Teacher and the Catering Department.

Roles and Responsibilities Continued....

- ***Job Profiles and Person Specification***

Every staff member should have a copy of their job details. (Appendix E)

- ***Contact Names and Telephone Numbers***

Please ensure that you are familiar with your Catering Manager's name and details. Please refer to Appendix D. Inform us of name or address changes.

- ***You and Your Workplace***

You will get paid monthly directly into your bank or building society. Your contracted hours are subject to staffing reviews. Your holiday entitlement will be 26 to 34 days a year depending on your length of service. This will be annualised into your salary. **Holidays need to be taken when the schools are closed.** All staff should have completed a full catering induction – if not contact your manager immediately.

- ***Sickness***

You must inform your Catering Manager and the Cook in Charge immediately if you are off sick. You will need to complete a self-certification form. If longer than seven days (including non-working days), you will need a medical certificate from your Doctor. On returning to work, you will need to complete a return to work interview form.

- ***Terminations***

You are required to give four weeks' notice of termination of employment.

- ***Entitlements***

As an employee of Carmarthenshire County Council, you will be entitled to join various schemes such as the pension scheme.

- ***Protection – Clothing & Smoking***

Please ensure that you always wear the correct uniform whilst on duty. Do not wear your uniform whilst off duty. No jewellery is to be worn by both breakfast supervisors and breakfast assistants, except for a wedding band. Carmarthenshire County Council has a no smoking policy. It is an offence to smoke in kitchens.

- ***Complaints Flow Chart and Supplier Complaints Form***

Please let your Catering Manager and Cook in Charge know if there is a problem with anything, e.g. equipment or suppliers. It is of the uttermost importance that you report complaints to ensure continuous improvement.

- ***Reporting Injury and Infection – RIDDOR***

Please record and report all accidents. Ensure relevant forms are completed correctly, follow the guidelines. Parents must be informed of any medical incident involving their child in the breakfast session.

- ***Hygiene***

Essentials of good food and personal hygiene see Appendix F.

Appendix B – Breakfast Menu Choices & Portions Sizes



**Cornflakes,
Shreddies,
Rice Krispies**



**1 beaker /
30g**



**1 oz /
30g**



**1 medium
slice**

**4 fl.ozs /
125ml**



**2oz ladle /
56g**

Appendix C – Welsh Language

Bore da.
Good morning!

Croeso!
Welcome!

Dewch i mewn!
Come in!

Dewch i eistedd!
Come and sit down!

Beth ti eisiau i frecwast?
What would you like for breakfast?

Pwy sy' eisiau?
Who wants some?

Dwylo i fyny!
Hands up!

Dwylo i lawr!
Hands down!

Wyt ti eisiau?
Do you want some?

Ydw, os gwelwch yn dda. / Dim diolch.
Yes, please. No thanks.

Ga i, os gwelwch yn dda?
May I have some, please?

Cei, wrth gwrs.
Yes, of course.

..... i ti.
..... for you.

Diolch.
Thank you.

Wedi gorffen?
Finished?

Wedi gorffen!
Finished!

Tost *toast*
Grawnfwyd *cereal*
Sudd ffrwythau *fruit juice*
Llaeth *milk*
Ffa pob ar tost *beans on toast*
Uwd *porridge*

This has been specifically designed to aid those who do not speak the Welsh language by using the English alphabet to emphasise pronunciation.

Phrase/s	Pronunciation	English
Bore da	Borra dar	Good morning
Croeso	Croy-sore	Welcome
Dewch i mewn	Dew-ch ee mewn	Come in
Dewch i eistedd	Dew-ch ee ey-steth	Come and sit down
Beth ti eisiau i frecwast?	Bef tea ace-e-i ee vrek-wast	What would you like for breakfast?
Pwy sy' eisiau ?	Po-e c ace-e-i..... ?	Who wants some ?
Wyt ti eisiau ?	Oy-tea ace-e-i ?	Do you want some ?
Ydw, os gwelwch yn dda.	Yuh-doo, oss gwell-ookh unn thar	Yes, please
Dim diolch	Dim dee-oll-kh	No thanks
Ga i	Garr ee	May I have some
Os gwelwch chi'n dda Diolch	Oss gwell-ookh unn thar Dee-ollkh	Please Thank you
Cei, wrth gwrs	Kay, wrof gorse	Yes, of course
Wedi Gorffen?	Wed-ee gorh-v-en	Finished?
Barod!	Bar-rod	Ready!
Sefwch! Eisteddwch!	Sevv-ookh Ey-steth-ookh	Stand up! Sit down!
Tacluswch!	Tack-liss-ookh!	Tidy up!
Dwylo i fyny Dwylo i lawr	Doy-law ee vunny Doy-law ee lower (to rhyme with flower)	Hands up Hands down
Dilynwch fi!	Dill-lun-ookh vee!	Follow me!
Ga i fynd i'r tŷ bach?	Gar ee vinned ear tee bakh?	May I go to the toilet?
Hwyl Fawr	Hoy-ell vour ('our' as in hour)	Goodbye

Tost (T-ost) *Toast*

Grawnfwyd (Gra-oon-void) *Cereal*

Sudd ffrwythau (C-e-th fr-oy-th-ey) *Fruit juice*

Llaeth (Ll-ey-th) *Milk*

Ffa pob ar tost (Far P-oo-b ar t-ost) *Beans on Toast*

Appendix D – Contact Names & Numbers and Areas

Helen Bailey *Senior Catering Manager* **01267 246484**

Alison Morris **07880 504229**

Jeanette Benson **07880 504060**

Bethan Williams **07812 483745**

Susan Evans **07812 483736**

Paula Skyrme **07880 504070**

Official Order Book **01267 224108**

Registers / Stationary **01267 246537**

Alison Morris	Jeanette Benson	Bethan Williams Susan Evans	Paula Skyrme
Bryn Bynea Five Roads Ffwrnes Old Road Brynsierfel Trimsaran Parc Y Tywyn Pembrey Pwll Penygaer Dewi Sant Bigyn Stebonheath Brynteg Ysgol Y Felin Burry Port Community Penrhos Pentip Burry Port Unit Heol Goffa	Ammanford Nursery Gwynfryn Carway Pontyates Ponthenri Betws Tycroes Parcyrhun Blaenau Llanedi Dafen Hendy Llannon Brynaman Swiss Valley Gymraeg Rhydaman Llandybie Halfway Pontyberem Ysgol Y Bedol Bro Banw / Central Kitchen Maes Y Morfa Gymraeg Llangennech St.Mary's (Llanelli)	Peniel Bancyfelin Meidrim Talley Llys-Hywel Brynsaron Llanpumsaint Mynydd Y Garreg Llanmiloe Ysgol Beca Hafodwenog Ysgol Teilo Sant Llanybydder Llandeilo C P / Central Kitchen Cynwyl Elfed Ysgol Y Castell Gwenllian Ysgol Y Ddwylan Griffith Jones Carreg Hirfaen Cae'r Felin Bro Brynach Laugharne Ferryside Llanllwni Penboyr	Cefneithin Drefach Llechyfedach Tumble Gorslas Cross Hands Llangain Bancffosfelen Saron Ffairfach Cwrt-Henri Llangadog Rhys Prichard Johnstown Ysgol Y Dderwen Llansteffan Myrddin / Myrddin Unit Llangunnor Penygroes Nantgaredig Richmond Park Ysgol Y Fro Abergwili Llanddarog St.Mary's (Carmarthen) Model

Appendix E – Job Profiles & Person Specifications

Breakfast Assistant

Main Purpose of Job
Responsible under the direction of Carmarthenshire’s Catering Team for securing the safety, welfare and good conduct of pupils during the breakfast period, in accordance with the practices and procedures of the Local Authority.
Key tasks/responsibilities
<ul style="list-style-type: none">• To prepare simple healthy breakfasts e.g. cereal, toast, drinks etc.• To ensure safe, healthy practices at all times including food preparation, storage and equipment• To support supervisory staff in securing the safety, welfare and good conduct of pupils during the breakfast period.• To keep stock records, order goods and complete weekly operational sheets.• To be responsible for washing up at the end of each session.• To report any faulty equipment to the Cook in Charge.• To work closely with the Breakfast Supervisory staff.• Post holder will be expected to undertake further training to enhance personal development.• Post holder may be requested on occasions to assist with other catering requirements.
Responsible for staff/equipment
..
Reporting to
Catering Manager

Breakfast Supervisor

Main Purpose of Job

Responsible under the direction of Carmarthenshire's Catering Team for securing the safety, welfare and good conduct of pupils during the breakfast period, in accordance with the practices and procedures of the Local Authority.

Key tasks/responsibilities

- To receive the children in the school dining room.
- To build up good relationships with the children based on mutual respect.
- To serve breakfast to the children and supervise them whilst eating.
- To encourage good table manners and appropriate behaviour at the table.
- To ensure the maintenance of good order and discipline of pupils in line with the school policy.
- To clean up spillages.
- To escort children into the school building at the appointed time.
- To ensure that tables are kept clean.
- To clear up after each session.
- To report all accidents to the designated officer.
- To work closely with the Breakfast Assistant/s.
- Post holder will be expected to undertake further training to enhance personal development.
- Post holder may be requested on occasions to assist with other catering requirements.

Responsible for staff/equipment

..

Reporting to

Catering Manager

Essentials of Food Hygiene

- Keep the coldest part of your fridge at 0-5°C. Ensure your fridge thermometer is working correctly.
- Check 'use-by' dates and use food within the recommended period.
- Wash hands thoroughly always, before preparing food, after going to the toilet, before starting work and in between tasks.
- Keep your kitchen clean. Wash all worktops and utensils before use and in between tasks. Keep pets away from food and food rooms
- Do not serve food containing uncooked eggs and keep eggs in the fridge.
- Cook food thoroughly. Core temperature above 75°C.
- Keep hot foods above 63°C and cold foods below 5°C. Do not leave them standing around. Given the right conditions, moisture and warmth, some bacteria can divide into two every ten minutes. The danger zone is 5°C to 63°C. After two hours, food must be discarded via waste disposal or waste bin. It is not to be taken off the premises.

Essentials of Personal Hygiene

- Report to your Supervisor and see your Doctor if you suffer from any food poisoning symptoms, diarrhoea, vomiting, sores, boils, rashes, or other infections. If ill, stay at home.
- Do not cough, spit, or sneeze near food or dishes. If you do so, hold a disposable paper tissue over your nose and mouth and then wash your hands.
- Do not scratch or pick your nose.
- Cover cuts with a blue waterproof dressing.
- Put on clean uniform at work and store outdoor clothing and footwear in a separate room well away from food handling area.
- Suitable trousers should be worn, however if wearing a skirt, you must also cover legs e.g. tights.
- Flat, enclosed, non-slip shoes must be worn by all staff. No crocs or flip flops allowed.
- Keep your hair neat and covered – wear a hairnet or a cap.
- Jewellery not to be worn to include no facial jewellery, only exception is a plain wedding band.
- Do not smoke, eat or chew in food rooms.
- Do not sit on work surfaces or tables.
- Wash hands and arms regularly with soap and hot water and dry your hands with paper towels. Wash hands before going on duty. Wash hands after leaving a kitchen, handling raw food, and going to the toilet, eating and having rest breaks.
- Keep nails short, clean and free of nail varnish.
- No strong perfume is to be worn.

Dignity at work



The Council strives to provide a working environment which values the contribution of all its employees make to the efficient delivery of a quality service. The aim is to foster good working relationships and team culture. Employees are valued and should be free from unnecessary anxiety, stress and fear.

We recognise that the contribution of employees will be most effective in conditions which are free of unnecessary anxiety, stress and fear and these conditions are likely to flourish in an environment which respects the rights of individuals concerned with maintaining their dignity at work.

Workplace bullying is inappropriate behaviour, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work.

Dos & Don'ts

- **Do** be polite and courteous towards colleagues and customers - even if you don't necessarily like a particular person, still act professional.
- **Do** have respect for yourself and others, say sorry if you're wrong, stay positive and smile.
- **Do** dress appropriately, wearing full uniform.
- **Do** offer to help others, you might be able to assist them and make their and your job easier
- **Do** make sure you understand the rules surrounding etiquette, e-mails, face book, text messages and remember not to use your mobile phone during work time.
- **Do** remember you're being paid to work so keep idle chit-chat and other things that may take your attention away from what you've been employed to do to a minimum.
- **Do** share all information with all the team and lead by example.
- **Do** invite all team members to team events and social evenings, do not leave anyone out.
- **Do** seek out the views of others and encourage open feedback and debate and use the outcomes constructively.
- **Do** be fair in dealings with others, instil confidence and ensure others can with you.
- **Do** what you say you will do (keep to your promises).
- **Do** be prepared to talk to Customers (parents, pupils and staff) and try to accommodate their needs and respect their confidentiality.
- **Do** have clear roles, tasks, targets and objectives.
- **Don't** engage in idle gossip about other colleagues or talk about people behind their back.
- **Don't** shout or use inappropriate language or banter in the work place, keep your voice to an acceptable level.
- **Don't** allow personal problems to interfere with your work.
- **Don't** compromising Health & Safety by acting inappropriately in the kitchen.
- **Don't** allow unacceptable behaviour by others, report it to your manager.
- **Don't** treat someone with a protected character less favourable than others.
- **Don't** encourage unwanted behaviour that creates an offensive environment.
- **Don't** treat someone unfairly because they've complained.
- **Don't** discriminate against :- Age, Transsexual Person, Disability, Race, Religion, Sex, Married or Civil Partnership, Pregnant or anyone having a child, Sexual orientation.
- **Don't** allow continued bad practices such as poor time-keeping or attendance.
- **Don't** make any personal remark or allow yourself to be over critical with others.
- **Don't** allow anyone to have a short temper.
- **Don't** take credit for other people's work or ideas.
- **Don't** talk over people in meetings – every team member must be given a chance to be heard.
- **Don't** ignore people or be discourteous.

Appendix H – Fire Procedures

Fire alarms – know where they are! Know where your fire fighting equipment is kept and what type of fire they can be used on. Make sure you and your staff know the fire drill procedures and escape routes at your workplace.

When there is a fire you should:-

- Remain calm
- Walk, don't run
- Raise the alarm and call for help
- Evacuate the building
- Close windows and doors on leaving
- Do not use lifts
- Carry out any special responsibilities e.g. taking register of names to assembly point
- Never return to a building to collect something
- Remain at assembly point until told by a person in Authority that it is safe to resume duties



If it is safe to do so:-

- Switch off power supplies e.g. Gas and Electricity
- Attempt to control the blaze with suitable extinguishers (only if there is no immediate personal risk)

Fire Extinguishers

- **CO2 Carbon Dioxide** Burning liquids e.g. oils, paints etc. Electrical
- **Water H2O** All organic materials e.g. wood, paper, cloth, etc.
- **Dry Powder** Electrical, liquid fires.
- **Halon** Electrical, liquid fires. Contains CFCs – not environmentally friendly
- **Foam** Burning liquids
- **Fire Blanket** Deep fat fryers, chip pans, etc.

Breakfast Sessions must conduct a fire drill at least once a term. This should be logged on the relevant weekly returns to ensure the information is record at Parc Dewi Sant

Please refer to Section 11 of your Catering Manual for full Fire Procedures

Appendix I – Child Protection Procedures

1. The Purpose of the Procedures

It is recognised that the Local Safeguarding Children Boards have a broad scope of responsibility for safeguarding and promoting the welfare of children, however these procedures are about their specific function to protect individual children from abuse and neglect.

The procedures provide common standards to guide child protection practice for every Local Safeguarding Children Board in Wales. They provide a framework within which individual child protection referrals, actions, decisions and plans are made and carried out. They are an integral part of the agenda for safeguarding and promoting the welfare of children.

The procedures are based on the fundamental principle that the protection of children from harm is the responsibility of all individuals and agencies working with children and families, and with adults who may pose a risk to children. The effective protection of children cannot be achieved by single agency acting on its own. The procedures clarify how individuals and agencies should communicate and work together effectively in partnership in order to identify vulnerable children, keep them safe from abuse and neglect, and, improve outcomes for them.

1.1 Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

1.1.1 Physical abuse

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after.

1.1.2 Emotional abuse

This is persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some levels of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

1.1.3 Sexual abuse

This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

1.1.4 Neglect

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter, and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.1.5 Identifying significant harm

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in order to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under the Children Act 1989 section 47 (1) (b) to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the cause of significant harm to a child. However, more frequently significant harm occurs as a result of a long-standing compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.

2. Everyone's Responsibilities

2.1 The responsibilities of everyone who has concerns about the welfare of a child

2.1.1. What everyone should do

Every person in contact with or working with children, young people and their families; or with adults who may pose a risk to children; or responsible for arranging services for children and/or adults, should:

- Understand their role and responsibilities to safeguard and promote the welfare of children;
- Be familiar with and follow their organisation's procedure and protocol for safeguarding and promoting the welfare of children and know who to contact in their organisation to express concerns about a child's welfare;
- Be alert to indicators of abuse and neglect;
- Have access to and comply with the All Wales Child Protection Procedures;
- Understand the principles and practice contained in Safeguarding Children: Working Together under the Children Act 2004;
- Have received child protection training to a level commensurate with their role and responsibilities;
- Know when and how to refer any concerns about child abuse and neglect to social services or the police;
- Know that a child, parent, caregiver, relative or member of the public who expresses concerns about a child's welfare to a professional and / or agency employee must never be asked to make a self referral to social services or the police. The professional and / or agency employee must make the referral.

If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to social services or the police, who have statutory duties and powers to make enquiries and intervene when necessary.

In addition to their duty and responsibility to make referrals, there are other ways in which everyone who works with children and families can contribute to the safeguarding of children and the child protection process:

- Treat the child's welfare as paramount;
- Be alert to and aware of the risks which individual abusers, or potential abusers, may pose to children;
- Recognise when a parent or caregiver has compromised parenting capacity, that is, problems which may affect their capacity to provide effective and appropriate care, or which may mean they pose a risk of harm to a child
- Be aware of the impact and effects of abuse and neglect on children;
- Have an understanding of the Framework for Assessment of Children in Need and their Families, which underpins the processes of assessing needs, planning services and reviewing the effectiveness of service provision at all stages of work with children and families;
- Share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances;
- Contribute as required to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to the reviewing of a child's progress;
- Contribute as necessary at all stages of the child protection process;
- Contribute to regularly reviewing the outcomes for the child against specific shared objectives;
- Work co-operatively with parents, unless this is inconsistent with the need to ensure the child's safety;
- Be committed to fully co-operating with all other agencies in the interest of safeguarding children.

This is not a matter for individual choice.

The suspected abuse of a child must be reported to social services or the police, who are the agencies together with the NSPCC with statutory powers to investigate suspected abuse. Agencies must not undertake their own internal child protection enquiries, but refer their concerns. If the concern involves a member of staff, agencies must not make their own internal decisions about whether it is a disciplinary issue or a child protection matter. These complex considerations should only take place with the involvement of social services and the police. Agencies should be mindful that the police have statutory powers and responsibility for determining whether a criminal investigation is to be undertaken.

2.1.2 Identifying and acting on concerns or suspicion of abuse

Where a staff member has concerns, but wishes for further advice, this is available from the Local Authority or from social services.

Any discussion about a child's welfare should be recorded in writing, including a note of the date and time, and the people who took part in the discussion.

At the end of a discussion, there should be clear and explicit agreement about what action is to be taken, this should also be recorded in writing with the reasons for the decision.

Any member of staff with concerns about a child's welfare should document their concerns, whether or not further action is taken.

However, the need to seek advice should never delay any emergency action needed to protect a child.

2.1.3 What to do if a child tells you that they or another young person is being abused.

- Show the child that you have heard what they are saying, and that you take their allegations seriously;
- Encourage the child to talk, but do not prompt or ask leading questions; Don't interrupt when the child is recalling significant events. Don't make the child repeat their account;
- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child;
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust;
- Write down as soon as you can and no later than 24 hours what you have been told, using the exact words if possible;
- Report your concerns to your Catering Manager and the Head Teacher immediately;
- Do not confront the alleged abuser;
- Do not worry that you may be mistaken. You will always be taken seriously by social services. It is better to have discussed it with somebody with the experience and responsibility to make an assessment;
- Make a note of the date, time, place and people who were present at the discussion.

2.1.4 Behaviour of any adult or colleague (including members of the public) towards children or young people which causes concerns

- Do not dismiss your concerns;
- Do not confront the person about whom you have concerns;
- If it is a person with professional responsibility for children or young people, you must act in accordance with your agency's professional abuse and whistle blowing policies;
- It is very important that you do not ignore or dismiss suspicions about another professional or colleague.

2.1.4 Immediate protection is necessary when there is risk to the life of a child or the likelihood of serious immediate harm requires action to secure their immediate safety. Emergency action might be necessary as soon as a referral

It is the responsibility of individual employees and professionals to ensure that their child protection concerns are taken seriously and followed through. Each individual employee and professional is accountable for his or her own role in the child protection process, and if an individual employee or professional remains concerned about a child they should re-refer the child and/or bring the matter to the immediate attention of the social services senior manager with responsibility for child protection for the area. In their absence the social services team manager responsible for the child's case must be notified. In all such situations, the individual employee or professionals own line manager and named professional for child protection should be informed.

3. Initial Assessment and Enquiries

Ten pitfalls and how to avoid them

1. Not enough weight is given to information from family, friends and neighbours. Ask yourself: Would I react differently if these reports had come from a different source? How can I check whether or not they have substance? Even if they are not accurate, are they a sign that the family is in need of some help or support?

2. Not enough attention is paid to what children say, how they look and how they behave. Ask yourself: Have I been given appropriate access to all the children in the family? If I have not been able to see any child, is there a very good reason, and have I made arrangements to see him/her as soon as possible, or made sure that another relevant professional sees him/her? How should I follow up any uneasiness about the child's health or well being? If the child is old enough and has the communication skills, what is the child's account of events? If the child uses a language other than Welsh or English, or alternative non-verbal communication, have I made an effort to enlist help in understanding him/her? What is the evidence to support or refute the young person's account?
3. Attention is focused on the most visible or pressing problems and other warning signs are not appreciated. Ask yourself: What is the most striking thing about this situation? If this feature were to be removed or changed, would I still have concerns?
4. Pressures from high status officers or the press, who express fears that a child may die, lead to over-precipitate action. Ask yourself: Would I see this referral as a child protection matter if it came from another source?
5. Professionals assume that they have explained something clearly, and the other person will have understood it. Ask yourself: Have I double-checked with the family and the child/ren that they understand what will happen next?
6. Assumptions and pre-judgements about families lead to observations being ignored or misinterpreted. Ask yourself: What, if any, is the hard evidence which refutes the observations? How are other factors supporting or contradicting an allegation or concern?
7. Parents' behaviour, whether co-operative or un-cooperative, is misinterpreted. Ask yourself: What were the reasons for the parents' behaviour? Are there other possibilities besides the most obvious? Could their behaviour have been a reaction to something I did or said rather than to do with the child? Is behaviour a reflection of stress and anxiety about why I have to make my enquires?
8. What the initial enquiry shows that the child is not at risk of significant harm, the family is not referred to other services that they need to prevent longer-term problems. Ask yourself: is this family's situation satisfactory for meeting the child's needs? Whether or not there is a child protection concern, does the family need support or practical help? How can I make sure they know about services they are entitled to, and can access them if they wish?
9. When faced with an aggressive or frightening family, professionals are reluctant to discuss concerns for their own safety and ask for help. Ask yourself: Did I feel safe in this household? If not, why not? If I, or another professional, should go back there to ensure the children's safety, what support should I ask for? If necessary, put your concerns and requests in writing to your manager.
10. Information taken at the first enquiry is not adequately recorded, facts are not checked and reasons for decisions are not noted. Ask yourself: Am I sure the information I have noted is 100% accurate? I didn't check my notes with the family during the interview, what steps should I take to verify them? Do my notes show clearly the differences between the information the family gave me, my own direct observations, and my interpretation or assessment of the situation? Do my notes record what action I have taken / will take and what action all other relevant people have taken / will take?

4. Allegations of abuse

- 4.1 In the event of a member of staff being dismissed or moved to another position as a result of a child protection enquiries and/or a criminal investigation, the investigation outcome meeting should advise the employer of the duty to submit their details under the **Protection of Children Act 1999 (POCA)** or **Protection of Vulnerable Adults (POVA)** protocols, and any other subsequent directions by the Welsh Government. No employing agency should accept a resignation from a member of staff subject to child protection enquiries and/or a criminal investigation but should follow disciplinary procedures to ensure a formal employment record of the investigation and its outcome and any disciplinary measures taken are clearly recorded.

4.2 Duty to report professional abuse

- Every staff member/professional has a duty to safeguard and promote the welfare of children.
- All organisations must ensure that job descriptions, codes of conduct and contract/service level agreements include the duty to safeguard and promote the welfare of children
- Individual staff members / professionals and volunteers have a duty to report concerns about the behaviour of other staff members / professional / volunteers towards children.
- All organisations must ensure they have whistle blowing procedures.
- Chief officers should make sure that a record of any whistle blowing allegations in respect of possible child abuse within their organisation, are maintained on a register.

4.3. Abuse of children with a disability

The protection and safeguarding of children with a disability must follow the same procedure as for all other children

There is considerable evidence that children with a disability are at increased risk of abuse, and children with multiple disabilities appear to be at increased risk of both abuse and neglect.

Children with a disability are especially vulnerable for a number of reasons, which include:

- They have fewer outside contacts than other children;
- They receive intimate care sometimes from multiple caregivers that increases the potential for exposure to abuse;
- They have an impaired capacity to resist or avoid abuse;
- They have difficulty in communication;
- They can be concerned about loss of service if they raise complaints;
- They are particularly vulnerable to bullying and intimidation.

Some professionals and others working with children with a disability may be reluctant to believe that such children can be abused or neglected and therefore be unwilling to challenge parents / caregivers when necessary.

Concerns about the welfare of a child with a disability should be acted upon in accordance with the guidance throughout these procedures with the additional considerations:

- Where a child has communication, learning difficulties, and / or emotional health problems special attention needs to be given to their communication needs and ascertaining the child's perception of events and their wishes and feelings;
- Social services and the police need to ensure staff undertaking interviews have been trained, and have access to appropriate specialist knowledge and resources. This will include using suitable interpreters or facilitators when appropriate;
- Consider the use of specialist staff to work alongside the investigating workers.

Appendix J – Free Breakfast Risk Assessment

HEALTH AND SAFETY RISK ASSESSMENT


Workplace Location - **A SCHOOL**

Task / Activity – **OPERATING FREE BREAKFAST**

HAZARD	WHO MIGHT BE HARMED	RISK RATING	IS THE RISK ADEQUATELY CONTROLLED?	WHAT FURTHER ACTION IS NECESSARY TO CONTROL THE RISK?	RESIDUAL RISK
<p>Look only for hazards which you could reasonably expect to result in significant harm under the conditions in your workplace. Use the following examples as a guide:-</p> <ul style="list-style-type: none"> • Slipping/tripping hazards • Noise • Electricity • Fume • Fire • Vehicles • Dust • Violence • Chemicals • Moving parts of machinery • Manual Handling • Work at height • Ejection of materials • Poor lighting • Pressure systems • Low temperature 	<p>There is no need to list individuals by name - just think about groups of people doing similar work or who might be affected e.g.:-</p> <ul style="list-style-type: none"> • Office staff • Operators • Maintenance personnel • Cleaners • Contractors • Members of the public • People sharing your workplace <p>Pay particular attention to:-</p> <ul style="list-style-type: none"> • Disabled persons • Young persons • Inexperienced staff • Visitors • Lone Workers • Pregnant/Nursing women 	<p>Prioritise risk as High, Medium or Low</p>	<p>Have you already taken precautions against the risks from the hazards you listed, for example: have you provided:-</p> <ul style="list-style-type: none"> • Adequate information, instruction or training? • Adequate safe systems or procedures? <p>Do the Precautions:-</p> <ul style="list-style-type: none"> • Meet the standards set by a legal requirement? • Comply with a recognised standard? • Represent a good practice? • Reduce risk as far as reasonably practicable? <p>If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. You may refer to procedures, manuals, etc. giving this information.</p>	<p>What more could you reasonably do for those risks which you found were not adequately controlled?</p> <p>Priority should be given to those risks which affect large numbers of people and/or could result in serious harm. Apply the principles below when taking further action, if possible in the following order:-</p> <ul style="list-style-type: none"> • Remove the risk completely • Try a less risky option • Prevent access to the hazard (eg by guarding) • Organise work to reduce exposure to the hazard • Issue personal protective equipment 	<p>Prioritise as High, Medium or Low</p>

List hazards here:	List groups of people who are especially at risk from the significant hazards which you have identified:	Risk	List existing controls here - or note where the information may be found:	Describe the action needed to improve matters where it is reasonably practicable to do more to control risks. <u>Specify also the target date for action and the person to action.</u>	Residual Risk
<p>Poor security of school buildings</p> <p>Violence at work</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>M</p>	<p>Where appropriate, access to breakfast sessions should be from the schools main entrance, as a security access control system is provided at this location.</p> <p>Where this is not appropriate (i.e. breakfast sessions operating in areas far from the main entrance or within buildings separate to the main school building) a suitable access point should be established which is fitted with a suitable security access system.</p> <p>Breakfast Session Staff are encouraged to challenge any visitors within the building (other than known parents who may be accompanying their children).</p> <p>A communication link / system / phone line is provided and is available within the breakfast session area so staff are able to phone for assistance if required. (Breakfast session staff also have their own mobile phones)</p> <p>A register is kept of all pupil attendees</p>	<p>Where the breakfast session is operated in areas remote from the access point (classrooms at the end of the corridor or first floor rooms) consideration should be given to the provision of a visual and voice security access system so that staff allowing access can see who is there prior to remotely unlocking the access doors.</p>	<p>L</p>

<p>Poor Fire Safety Management</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions.)</p>	<p>H</p>	<p>Existing school fire risk assessment has been reviewed in respect of the operation of the breakfast session.</p> <p>Corridor fire doors should only be held open</p> <ul style="list-style-type: none"> - temporarily for very short periods (i.e. during cleaning operations) or - with electro-magnetic / sonic hold open devices which are linked to the fire alarm system so that they close when the alarm is activated. <p>School Fire Action Notices are displayed at all alarm call points and in all rooms used for breakfast session activities</p> <p>Breakfast session staff are familiar with and have been given information and instruction of the schools evacuation procedures.</p> <p>Emergency evacuation drill exercises are carried out each term (ideally at the start of each term to take account of new staff / pupils). All evacuation drills are recorded in the school fire safety log book.</p> <p>The register of pupil attendees at the breakfast session is used at evacuation for the purposes of conducting a head count.</p>	<p>Fire awareness training to be undertaken by appropriate staff</p>	<p>L</p>
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<p>Inappropriate First Aid provision</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>L</p>	<p>All breakfast session staff are aware of location of the first aid kit</p> <p>Appropriate signage is in place indicating location of first aid kit</p>  <p>Suitable and sufficient numbers of breakfast session staff trained in appropriate first aid at work qualification (minimum standard of appointed person / emergency aid)</p> <p>An external communication link / phone is provided within or near breakfast session area which is available for contacting the emergency services if needed (i.e. ambulance).</p>	<p>First aid kit in breakfast session is to be included in existing school arrangements for regular checking and replenishment of contents</p>	<p>L</p>
<p>Inappropriate selection of rooms for breakfast session activities</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>L</p>	<p>All rooms used for activities have been considered in terms of size and layout etc to be reasonable for the maximum possible number of pupil attendees.</p>		<p>L</p>

<p>Use of and exposure to substances hazardous to health</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>M</p>	<p>Where dishwashers are used consideration is given to the detergent products used and the risks of injury from its use, handling and storage. A manufacturers hazard data sheet is available and COSHH (Control of Substances Hazardous to Health) risk assessment in place for each product.</p> <p>Suitable and sufficient Personal Protective Equipment (PPE) is provided to staff as dictated by the COSHH risk assessment for each product.</p> <p>Breakfast session staff to be made aware of the COSHH risk assessments and PPE requirements. Documentation to be readily available in case urgent reference is required i.e. in the event of accidental contact / splash in eye</p> <p>All products classified as being hazardous to health are stored securely and are not physically accessible to pupils and / or any other persons.</p>	<p>Consider sourcing less hazardous detergent products for the dishwasher.</p>	<p>L</p>
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Use of electrical equipment	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	M	<p>School procedures are in place for the periodic (currently annual) testing and maintenance of all portable electrical appliances (by a competent person). Any newly purchased electrical equipment is added to the schools inventory to ensure it is subject to testing at the next scheduled occasion. School procedures are in place for the testing and maintenance of fixed electrical installations at periods not exceeding 5 years (by a competent person). With the purchase of a number of additional portable electrical items consideration has been given to the provision of additional power sockets within the food preparation area so as not to overload sockets</p>	<p>Breakfast session staff are regularly reminded not to bring electrical items in for use from home.</p> <p>Remove existing two-way adapters and replace with four gang extension leads (on the advice of a competent electrician as these may not be suitable where a high current / load is drawn), which are secured to reduce the likelihood of tripping on the cable.</p>	L
Use of other / specialised school equipment	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	M	<p>Where main school halls are utilised for indoor pupil activities following the consumption of food, breakfast session staff are aware that equipment such as wall bars, trampets, fixed metal apparatus must not be used, unless through specific agreement with school management and provision of supervision by a competent person.</p>		L
Use of School Kitchen (& equipment) for food preparation	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions.)</p>	M	<p>Liaison made with school catering supervisor and kitchen staff over school intentions regarding intended usage of dining hall and kitchen facilities.</p> <p>Specific agreement must be made with the LEA Catering Manager if the school kitchen area is to be used independently by the breakfast session staff. Breakfast session staff are informed that they are not permitted to use kitchen equipment (i.e. food mixers, deep fat fryers, food slicers) and must only use breakfast session equipment</p>		L

<p>No provision for supervision between close of breakfast session and start of the school day</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>M</p>	<p>On accepting pupils into the breakfast session the school assumes the civil duty of being in loco parentis (acting as a reasonable parent) as well as the common law duty of care and the legal duty to ensure, so far as is reasonably practicable, the health, safety and welfare of persons other than employees (in this case pupils). As such supervision will need to be provided at appropriate levels.</p> <p>Where breakfast sessions finish before the start of the school day pupils must continue to be supervised by an appropriate number of staff until the normal school day commences.</p>		<p>L</p>
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<p>Unsafe Workplace Issues / Conditions including</p> <ul style="list-style-type: none"> - Slips, Trips and Falls - Storage - Food Storage Areas - Glazing - Finger trapping - Access to unauthorised areas (cleaners cupboards, food stores, kitchen areas) 	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>M</p>	<p>In addition to the daily observations of school staff a school building / site risk assessment checklist is completed termly by senior staff. This exercise considers areas of the school used for breakfast sessions. Action is taken as appropriate where remedial work / improvement is required.</p> <p>Areas specifically covered in this exercise are</p> <ul style="list-style-type: none"> - Stairs, corridors, paths which need to be maintained in a safe condition - Classroom and storage areas and corridors which need to be kept clean and in an orderly manner - Adequate lighting is provided which needs to include external areas leading to the breakfast club/session entrance, corridors and stairwells as well as in areas used. - Glazing in higher risk areas which needs to be filmed or be of safety standard to prevent shattering upon contact. - Inner hinge edges of doors which present higher risks of finger trapping which need to be fitted with 'Finger guard' products to reduce the risks of injury (i.e. toilet and access doors) - Cleaners cupboards / food stores etc to be kept locked shut - Pupil access to food handling / preparation areas is prevented or restricted 	<p>Spillages and pupil body fluids (i.e. vomit) to be cleaned up immediately in accordance with normal school procedures. Plastic warning signs to be used (i.e. wet floor) during all cleaning operations</p> <p>New school procedure adopted - where the main hall is utilised for breakfast club/session activities the floor surface of the hall is swept after the end of the activities in order to remove / collect any food items and / or spillage prior to morning assemblies and school use etc.</p> <p>External access routes to the breakfast club/session are checked daily and treated with grit / salt on icy conditions.</p>	<p>L</p>
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<p>Uncontrolled vehicle traffic on school site where pedestrians are present</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>M</p>	<p>A school traffic management risk assessment is in place.</p> <p>Measures are implemented to ensure physical segregation of any parents vehicles arriving on site (that are dropping pupils off) with pedestrians that may be present.</p> <p>Specific consideration has been given to provision of;</p> <ul style="list-style-type: none"> - Clearly marked walkways, paths and internal roadways - Effective segregation of pedestrians and vehicles - Clear signage showing required speed restrictions (5mph) - Communication with contractors (both external and those services provided within the Council) regarding scheduled times for deliveries / refuse collections to avoid where possible the early arrivals for the breakfast session. 		<p>L</p>
<p>Inappropriate staffing levels</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>M</p>	<p>Staffing levels determined according to Welsh Assembly Government Guidelines for operating a breakfast session (available at www.wales.gov.uk/breakfast)</p>	<p>Arrangements in place for provision of temporary staff cover in the event of sickness etc.</p>	<p>L</p>

Breakfast session staff not cleared through Criminal Records Bureau	Breakfast Session Pupils	M	All adults are subject to clearance through Criminal Records Bureau checks prior to commencement of work		L
Breakfast session staff unaware of applicable school procedures	Breakfast Session Staff	M	<p>The school health and safety policy was updated to reflect the detailed responsibilities and arrangements for operating the breakfast club/session. The school policy has been communicated to all staff, including those supervising the breakfast session.</p> <p>Welsh Assembly Government Guidelines for operating a breakfast session are available for breakfast session staff (available at www.wales.gov.uk/breakfast)</p> <p>Breakfast session staff are provided with latex free disposable type gloves for cleaning up of spillages of body fluids.</p> <p>Breakfast session staff are provided with information on local school policy regarding requests for administration of medication for pupils from parents/guardians.</p> <p>Breakfast session staff are aware of contact information for parents / guardians in order for communication to take place where pupils become unwell etc. during the breakfast session activities.</p>	<p>The Council's Health and Safety Codes of Guidance, which are applicable to a breakfast session are made available to staff.</p> <p>Any parents joining their children for breakfast (i.e. being present on the site) must sign in / out as visitors. This information can be added to the pupil register, which must be used to conduct a head count in the event of an emergency evacuation.</p> <p>Where administration of medication is undertaken breakfast club/session staff need to be fully aware of the school policy and normal procedures (i.e. named photographs of pupils with medical requirements and pro forma record sheets etc). The School Nurse should also be contacted regarding any training requirements i.e. use of epipens.</p>	L
Poor Communication of Pupil Information	Breakfast Session Pupils	M	<p>A number of breakfast session staff are also employed during the school day and have a good knowledge of the pupils.</p> <p>All breakfast session staff are aware of pupil medical, dietary, behavioural or other special needs, allergies</p>		L

<p>Poor food hygiene standards</p>	<p>Breakfast Session Staff</p> <p>Breakfast Session Pupils (including Special Needs)</p> <p>Parents of Pupils (who attend breakfast sessions)</p>	<p>L</p>	<p>Breakfast session staff who prepare or handle food categorised as lower risk (i.e. toast, cereals) must apply basic / essential food safety principles as follows and should also undertake the Chartered Institute of Environmental Health (CIEH) Foundation Certificate in Food Hygiene within 3 months of commencement.</p> <ul style="list-style-type: none"> - Making sure products are within date - Washing of hands prior to preparing / handling food and regularly as and when necessary - Wearing of appropriate clothing - Long hair tied back - Covering of cuts and sores with suitable dressings (blue in colour) - No Smoking or drinking during food handling / preparation <p>Where breakfast menus are developed to higher risk foods (i.e. eggs, meats) staff should undertake the Chartered Institute of Environmental Health (CIEH) Foundation Certificate in Food Hygiene prior to food preparation / handling or be effectively supervised by someone who has attained the qualification.</p>	<p>Breakfast session staff aware of need to implement school smoking control policy</p>	<p>L</p>
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Carmarthenshire Catering Departments Policies and Guidance Procedures for Free Breakfast.

Every member of staff must ensure they have read the above document, initialled,
and signed accordingly as stated on this page.

	Initials
Background	
Why provide breakfast?	
Setting up	
Venue and storage	
Regulations	
Operational issues	
Food items and portion sizes	
Participation	
Health and Safety / Training	
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I, the undersigned, have read and understood the Policies and Procedures document for Free Breakfast in Primary Schools, as listed and initialled above:-

Print Name: Position:

Signed: Date:

Establishment:

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Every member of staff must ensure they have read the above document, initialled,
and signed accordingly as stated on this page.

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