

Eating Disorders Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Dec 2016	Dec 2017	Curriculum and Community Committee	Governing Body	Navdeep Kaur

We at The Devonshire Hill Nursery and Primary School are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016)' as the safety and protection of children is of paramount importance to everyone in this school.

We believe an eating disorder is when someone eats in such a way that puts their physical or mental health at risk. *'Eating disorders are characterised by an abnormal attitude towards food that causes someone to change their eating habits and behaviour. A person with an eating disorder may focus excessively on their weight and shape, leading them to make unhealthy choices about food with damaging results to their health.'* (NHS)

We have an important role to play in identifying pupils with eating disorders and in supporting those who are suffering from or recovering from an eating disorder as we realise an eating disorder is not about issues with food but is a mechanism for coping with emotional distress.

We understand that the most common eating disorders are:

- **Anorexia nervosa** when someone worries all the time about being overweight and looking 'fat' and they lose weight as they eat very little;
- **Bulimia nervosa** when someone worries a lot about weight and alternates between eating next to nothing and then has periods of gorging themselves. They control their weight by vomiting or taking laxatives;
- **Binge eating disorder (BED)** is when a person feels compelled to overeat large amounts of food in a short space of time.

'Some people, particularly those who are young, may be diagnosed with an eating disorder not otherwise specified (EDNOS). This means you have some, but not all, of the typical signs of eating disorders like anorexia or bulimia.' (NHS)

Eating disorders are more common in girls than boys and can affect anyone regardless of their age, sex or cultural background. People are at risk of developing an eating disorder if they are stressed, unhappy or lacking in confidence which may be the result of stress from exams or problems at home or at school.

We have the responsibility to observe the educational, social, behavioural, physical and emotional welfare of all pupils. Therefore, it is our duty to be alert to and to ensure that we act immediately if we believe someone is displaying any of the physical, behavioural or psychological warning signs that may lead to an eating disorder. School personnel will report any pupil causing concern to the designated lead for safeguarding who will take the appropriate action by:

- Speaking with the pupil;
- Contacting parents/carers;
- Contacting the relevant medical agency;
- Making a referral with parental consent to CAMHS

As part of the ongoing CPD for school staff, we have an awareness of children's mental health, including the risk factors (individual, family and social) and the warning signs which may indicate that a pupil is experiencing difficulties that may lead to an eating disorder. Staff specifically from our Pastoral Team would be central to this work.

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.

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 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 relates to this policy.

This policy should be read in conjunction with the following documentation:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016) – **Guidance A**
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016) – **Guidance B**
- Promoting Children's Mental Health within Early Years and School Settings (DfES 2001) – **Guidance C**
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH) – **Guidance D**
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE) – **Guidance E**
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children – **Guidance F**
- Equality Act 2010: Advice for Schools (DfE) – **Guidance G**

Aims

- To safeguard and promote the welfare of all children and young people;
- To be aware of the causes and the warning signs of eating disorders;
- To identify pupils with eating disorders and to support those who are suffering from or recovering from an eating disorder;
- To be observe the educational, social, behavioural, physical and emotional welfare of all pupils;
- To be alert to and to ensure that we act immediately if we believe someone is displaying any of the physical, behavioural or psychological warning signs that may lead to an eating disorder;
- To provide support for pupils suffering from eating disorders;
- To ensure compliance with all relevant legislation connected to this policy;
- To work with other schools and the local authority to share good practice to improve this policy.

The Governing Body has:

- Appointed a senior member of staff to act as the Designated Safeguarding Lead;
- Nominated a governor to liaise with the Designated Safeguarding Lead;
- 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;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;

- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to:
 - Visit the school regularly;
 - Work closely with the Headteacher and the Designated Safeguarding Lead/Deputies;
 - Ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with LA guidelines and LSCB procedures;
 - Ensure that everyone connected with the school is aware of this policy;
 - Or the Chair of Governors take responsibility for acting per LA procedures where there are allegations against the Headteacher;
 - Ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy;
 - Undertake safeguarding training every three years;
 - Annually report to the Governing Body on the success and development of this policy.
- Responsibility for celebrating the effort, success achievements of pupils and school personnel;
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Ensure eating disorders, building resilience and positive body image is discussed and built into PSHE, physical education, drama and creative work;
- Ensure the lunchtime supervisors report any concerns regarding pupils eating behaviour at lunchtimes;
- Ensure good practice is shared throughout the school;
- Work closely with the link governor and the Designated Safeguarding Lead;
- 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 and governors so that they are well informed about eating disorders;
- Make effective use of relevant research and information to improve this policy;
- 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.

The Assistant Headteacher for Inclusion 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;
- 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 a training programme for school personnel so that they are made aware of the risk factors (individual, family and social) and the warning signs which may indicate that a pupil is experiencing difficulties that may lead to an eating disorder (**Appendix A**);
- Keep up to date with new developments and resources;
- Undertake risk assessments when required;
- Review and monitor;
- Annually report to the Governing Body on the success and development of this policy.

The Designated Safeguarding Lead will:

- Ensure the implementation of this policy;

- Ensure everyone connected with the school is aware of this policy;
- Work closely with the Headteacher and the nominated governor;
- Be trained in child protection policy procedures;
- Renew training every two years to:
 - Understand the assessment process;
 - Understand the procedures of a child protection case conference and child protection review conference;
 - Understand the specific needs of children in need;
 - Understand the specific needs of children with special educational needs and those of young carers;
 - Have in place a secure and accurate record system of all concerns and referrals.
- Take the lead in dealing with child protection issues and in deciding what steps should be taken;
- Raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- Raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- Ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- Keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- Ensure all confidential child protection information is stored securely in central place;
- Inform parents that information is kept on their children;
- Ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- Be trained in working with all agencies;
- Familiarise school personnel with the policy and procedures;
- Investigate and deal with all cases of suspected or actual problems associated with child protection;
- Ensure parents are aware that referrals about suspected abuse or neglect may be made;
- Make child protection referrals;
- Record all child protection referrals;
- Co-ordinate action within the school;
- Liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises;
- Liaise with social care and other agencies;
- Record the transfer of all child protection files of any pupil leaving to join another school by keeping a record (**Appendix B**);
- Provide support for any child at risk;
- Not promise confidentiality to any child but always act in the interests of a child;
- Act as a source of advice within the school;
- Help create a culture within the school of listening to children;
- Keep up to date with all new guidance on safeguarding children;
- Keep all school personnel up to date with any changes to procedures;
- Organise appropriate training for school personnel and governors;
- Ensure all incidents are recorded, reported and kept confidential;
- Keep all paperwork up to date;
- Report back to the appropriate school personnel when necessary;
- Ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- Annually review the policy.

School personnel and volunteers must:

- Recognise that child protection is their main responsibility;
- Treat children's welfare with the utmost importance and sensitivity;
- Teach pupils about nutrition and healthy lifestyles at all stages of their education;

- Develop pupil's self-confidence and self-esteem;
- Be aware of the background of the children in their care;
- Be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- Receive basic level 1 training at least once every three years;
- Be aware of the name of the Designated Safeguarding Lead/Deputies;
- Be trained in identifying signs of harm and abuse;
- Be trained in the warning signs of eating disorders;
- Be aware of the effects of abuse and neglect on children;
- Undertake training on responding to a child;
- Be alert always to the signs of abuse namely physical, emotional, sexual or neglect;
- Know how to report any suspected case of harm or abuse;
- Report any concerns that they have about girls at risk of FGM;
- Report any concerns that they have about pupils who may be vulnerable to radicalisation;
- Establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- Provide opportunities through the curriculum to address relevant issues and topics to promote their safety and well-being;
- Ensure eating disorders, building resilience and positive body image is discussed in PSHE, physical education, drama and creative work;
- Encourage pupils to assess risks to themselves;
- Report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- Know what to do if a child makes a disclosure;
- Not promise confidentiality to any child but always act in the interests of a child;
- Receive support and counselling if they feel distressed from being involved with a case or incident;
- Be kept up to date with changes in procedures;
- Be prepared to attend a Strategy Meeting;
- Be prepared to attend a Child Protection Case Conference;
- Ensure that they conduct themselves correctly always and do not put themselves at risk;
- Be aware of the Safer Recruitment processes and checks;
- 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.

Pupils must:

- Be aware about eating disorders and what causes them;
- Be aware that they can confide in school personnel to discuss any concerns they may have;
- Be aware of about nutrition and healthy lifestyles at all stages of their education;
- Be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Liaise with the school council;
- Take part in questionnaires and surveys.

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:

- The school website;
- The Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Communications with home such as newsletters;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance

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;
 - Safeguarding and Child Protection;
 - Pupil Behaviour and Discipline;
 - Pastoral Care;
 - Anti-Bullying;
 - Mental Health;
 - Stress Management;
 - Equal opportunities;
 - Inclusion.
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction 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 based on 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 Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the link 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.

This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Tuesday 20th December 2016.