

DUNNINGTON CE PRIMARY SCHOOL



Policy for Safeguarding and Promoting the Welfare of Children

Date of Policy: September 2016

Date of Review: September 2017

Member(s) of staff responsible: Caroline Hancy

Governor(s) responsible: FGB

Signature of Chair of Governors:

Date:

Important Contacts for School:	
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Rationale

The school is a key front-line player, working in partnership with other children's services, and therefore staff should always be mindful of local policies and procedures, that must be followed, and which are under the direction of the Local Safeguarding Children's Board.

At Dunnington C of E Primary School, we recognise that:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility
- The welfare of the child is paramount
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people and their parents, carers and other agencies, is essential in promoting young people's welfare

Aims

This policy aims to outline the duty that the school has, the procedures that staff should follow and guidance on issues relating to safeguarding and child protection generally. It is not exhaustive. All staff should use as a rule of thumb, the needs and safety of the child as being at the centre of any decision they may need to take. This policy should be read in conjunction with Keeping Children Safe in Education (DFE, 2016)

The purpose of the policy:

- To provide protection for the children and young people who receive Dunnington CE Primary School services.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm
- The policy applies to all staff, including senior managers, governors, paid staff, volunteers, sessional workers, agency staff, students, or anyone working on behalf of Dunnington CE Primary School

We will seek to safeguard children and young people by:

- Valuing, listening to and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff and volunteers through supervision, support and training

Definitions

For the purpose of this policy, Dunnington CE Primary School adopts the definition of safeguarding used in the government's statutory guidance for schools and colleges 'Keeping Children Safe in Education' September 2016. This can be summarised as:

- protecting children and young people from maltreatment

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- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

'Children' includes everyone under the age of 18.

Child Protection

Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or at risk of suffering significant harm.

Everyone employed at our school has a responsibility in relation to child protection. In most cases this will be the referral of concerns to his/ her line manager. In day to day contact with children at risk, we have a responsibility to note concerns and to meet with parents and other associated adults, where this is appropriate.

Increasingly, schools are expected to work with, and support different agencies to enable the most appropriate form of intervention to take place.

Roles and Responsibilities

Designated Safeguarding Lead

The headteacher is the designated lead for safeguarding and child protection. In her absence the deputy designated teacher should be approached.

It is the responsibility of the designated lead to:

- attend designated lead training at least every two years and receive annual updates
- understand the assessment process for providing early help and intervention
- ensure that staff are familiar with the policy and procedures
- act as a source of advice within the school
- be the first point of contact for any adult concerned about a child's health or safety
- support a member of staff involved in a child protection issue and offer advice
- make contact with social services and , if necessary, make a referral
- co-ordinate action within the school and liaise with Social Care and other agencies over cases of abuse and suspected abuse
- keep records of child protection issues relating to individuals in the school
- decide who should attend child protection conferences, when necessary
- ensure all child protection records are kept secure
- ensure adequate training is provided for staff and children (as part of their curriculum)
- ensure that the child protection policy is effectively implemented.

Where verbal referrals are made to social care, the referral should be made in writing within 24 hours. Where there is uncertainty about making a full referral, advice can be sought from The Children's Advice Team without giving the child's details.

Designated Governor for Safeguarding

It is the designated governor's responsibility to:

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- liaise with the designated teacher(s) on child protection issues, including the regular review of this policy.
- be a second point of contact to all staff on child protection issues e.g. if the issue is directly related to the conduct of the designated teacher

Teaching Staff and Support Staff

New members of staff are issued with the Safeguarding policy and Part One of Keeping Children Safe in Education (DfE, 2016) as part of their induction. All members of staff are expected to sign to say they have read and understood their roles and responsibilities within the policy when it is updated and to attend the relevant child protection training, provided by the school., together with regular updates, at least annually. Supply teachers are provided with a summary of the child protection procedures (**Appendix 1**) in the supply teachers induction pack. This is handed to each supply teacher on arrival.

All staff need to be alert to the signs of abuse as detailed in this policy. If staff members have any concerns about a child, they will need to decide what action to take. They should report any concerns immediately, where possible to the designated teacher, to agree a course of action.

Apply the procedures detailed below for responding to a suspected case remembering that:

- you cannot promise confidentiality
- information should only be shared with those who need to know
- it is important to stay calm and reassuring
- the needs and safety of the child must always come first
- when in doubt - ask

Guidance on recognising suspected abuse

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It may not be our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party.

The health, safety and protection of a child is paramount. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Any member of staff can make a referral to children's social care. Other options could include referral to specialist services, or early help services. If in doubt, always try to speak to the designated safeguarding lead.

PHYSICAL ABUSE

Physical abuse can include hitting, shaking, throwing, poisoning, burning, scalding, suffocating or causing any form of physical harm to a child. Possible signs include:

Unexplained injuries or burns
 Refusal to discuss injuries
 Improbable explanations of injuries
 Untreated injuries or lingering illness
 Admission of punishment which appears excessive
 Shrinking from physical contact
 Fear of returning home or parents being contacted
 Fear of undressing
 Fear of medical help

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Aggression/ bullying
Over compliant behaviour
Running away
Significant changes in behaviour
Deterioration in work
Unexplained pattern of absences

EMOTIONAL ABUSE

This is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- conveying to a child that they are worthless or unloved
- placing inappropriate age-related expectations on children
- making children feel frightened or in danger on a frequent basis

Possible signs of emotional abuse include:

Continual self-deprecation
Fear of new situations
Inappropriate emotional responses to painful situations
Self-harm or mutilation
Compulsive stealing/ scrounging
Drug/ solvent abuse
'Neurotic' behaviour - obsessive rocking, thumb-sucking
Air of detachment 'don't care' attitude
Social isolation
Attention-seeking behaviour
Eating problems
Depression, withdrawal

SEXUAL ABUSE

Sexual abuse 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. They can include non-contact activities such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Possible signs include:

Bruises, scratches, burns or bite marks
Scratches abrasions or persistent infection in the anal or genital regions
Pregnancy
Sexual awareness inappropriate to the child's age
Frequent public masturbation
Attempts to teach other children about sexual activity
Refusing to stay with certain people or go to certain places
Aggressiveness, anger, anxiety, tearfulness
Withdrawal from friends

NEGLECT

Neglect is also a form of abuse. It is the persistent failure to meet a child's basic physical and/or psychological needs and can affect the child's health and development.

It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

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Possible signs include:

Constant hunger Poor personal hygiene Inappropriate clothing Frequent lateness or non-attendance Untreated medical problems Low self-esteem Poor social relationships Compulsive stealing or scrounging Constant tiredness
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BULLYING

At Dunnington CE Primary School we define bullying as:-

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either emotionally or physically'

The three main types of bullying are:

- physical
- verbal
- emotional

All incidents of bullying and peer on peer abuse should be dealt with by the class teacher in the first instance, followed by the relevant phase leader and/or headteacher as appropriate.

A more detailed guide can be found in the school's behaviour policy.

SELF HARM

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the designated safeguarding lead. Actions by the designated teacher might include:

- contacting parents
- contacting Child Adolescent Mental Health Services
- contacting Social Care if the child meets the referral criteria

Guidance on dealing with suspected abuse

All staff should refer concerns to the designated teacher as soon as possible. In the meantime, they should:

- Listen to the pupil, keeping calm and offering reassurance
- Observe bruises but should not ask a child to remove or adjust their clothing to observe them
- If a disclosure is made, the child should lead the discussion. Do not press for details by asking questions like 'what did they do next?'
- Listen - don't investigate using questions such as "is there anything else you'd like to tell me?"
- Accept what the pupil says without challenge - reassure them that they are doing the right thing and that you recognise how hard it is for them
- Don't lay blame or criticise either the child or the perpetrator
- Don't promise confidentiality- explain that they have done the right thing and who you will need to tell and why

For more details see **Appendix 2**

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Procedures for monitoring, recording and reporting

At the time

Brief notes at the time or immediately after will help you to complete the critical incident sheet (**Appendix 3**) when you are able. You should note:

- Date and time of disclosure/incident observed
- Place and context of disclosure/concern
- Facts you need to report

When you can

Complete a **critical incident sheet** which is available from the staffroom or the headteacher's office. This should then be passed to the designated teacher.

In the case of there being bruises or observed injuries, the Body Map (**Appendix 4**), which is available in the staffroom or from the headteacher's office, should be completed.

In addition, an 'Initial Concern' record is kept in the headteacher's office in which small concerns may be noted. (**Appendix 5**)

Remember to keep to factual information and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency.

Designated Safeguarding Lead

The designated Safeguarding Lead will:

- Follow-up the referral using the critical incident sheet as a basis for consideration before action
- Make additional records of discussions and any investigation that takes place
- Make a decision whether to continue to monitor the situation or take the referral further, referring to the Threshold Guidance and prevention/referral route maps provided by City of York Safeguarding Board Revised 2015 (**Appendix 6**). This decision should be communicated to the individual making the referral
- Where a child is referred to social care a 'confirmation of referral form' (**Appendix 7**) should be completed and sent within 48 hours.

Recorded information from social care meetings and other reports are stored in document wallets separate from the child's records in a secure cabinet in school. Any documents for inclusion in these files should be given directly to the designated teacher. When the child moves to another school these records are sent separately to the Designated Safeguarding Lead for the new school.

Allegations against a member of staff or volunteer

This is an extremely difficult and sensitive area to address.

These procedures should be used in respect of all cases in connection with the person's employment or voluntary activity where it is alleged that a person **who works with children has**:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

All allegations should be handled in accordance with Part four of the government statutory guidance 'Keeping Children Safe in Education' (DFE, Sept 2016) and City of York 'Managing Allegations against Staff and Volunteers Practice Guidance'.

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More detailed information is available on the City of York Safeguarding Children Board website www.saferchildrenyork.org.uk. If there is an immediate risk, appropriate actions may need to be taken, e.g. urgent involvement of police, removal of member of staff, securing evidence or urgent medical attention.

Any allegation or concern which arises should be reported immediately to the Headteacher unless that person is the subject of the allegation, or where their relationship with the subject could compromise their independence; in which case, it should be reported to the designated alternative, who should then inform the LADO. Where staff receive an allegation against someone from another organisation, this should be reported directly to the LADO. The Local Authority Designated Officer (LADO) should be contacted immediately with any concern, by the designated person.

Inter-agency liaison

Social care meetings

At times school staff will be called to participate in meetings organised and chaired by social care. These might be:

- Strategy discussion
- Child protection review conference
- Child protection conferences
- Family group conferences- for children in need, in a range of circumstances where a plan is required for the child's future welfare
- Professionals' meetings - in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- Core group meetings - meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews

At these meetings, representatives from the school should be ready to report providing information about

- attendance and punctuality
- academic achievement
- the child's behaviour and attitude
- relationships with peer group and social skills generally
- child's appearance and readiness for school
- contact with parents/ carers
- any specific incidents that need reporting

Prior to the meeting, classteachers and other adults working closely with the child should be asked for their comments. Following the meeting, feedback should be given and staff brought up to date with any actions that are needed.

Children subject to a child protection plan

Children subject to a child protection plan will require additional support and monitoring. The social care department will inform a school receiving a child on the register and accompanying records should follow from the child's previous school.

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Confidentiality

Where children are subject to a child protection plan and leave one school for another, the designated safeguarding lead must inform the receiving school and the key worker at the social care department. If the child leaves the school with no receiving school, details should be passed to the School Attendance Advisor

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and that that will be for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved should listen sympathetically and non-judgementally.

Staff should be careful and ensure that information is only given to the appropriate person. When a concern or worry is raised, not everyone needs to know about it. This respects the child's, family's and/or staff's rights to privacy. Otherwise there might be gossip and rumours or other people may be genuinely concerned. It is acceptable to say that a concern has been raised and it is being dealt with following the school's procedures. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in a secure cabinet.

Discretion should be used when talking about the personal, and changing circumstances of children e.g. when a child goes into Social/LA care. Discretion is particularly necessary after attending child protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

Supporting children at risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is the school's role not only to be alert to potential abuse but also to provide support to children through difficult times, providing them with the coping skills that can help avoid situations arising and deal with emotional difficulties afterwards if they do. Staff are aware of Early Help processes

The Personal Education Plan (PEP)

Children who are 'looked after' (in the care of the Local Authority) should have their own personal education plan which will be drawn up in discussion with social care, the class teacher, foster parents and the child themselves. The Designated Teacher for LAC is Caroline Hancy

Support in school – pastoral care

All class teachers and phase leaders are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunities for the children to share their concerns, following the guidance in this document.

Our curriculum includes 'circle time' during which children may be presented with issues arising from our Personal, Health, Social and Citizenship Education (PHSCE), Spiritual, Social, Emotional and Cultural (SMSC) and Fundamental British Values (FBV) curriculum and also worship themes.

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In addition, circle time can be used to raise issues spontaneously that are particularly relevant to the class at that time.

Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

The PHSCE co-ordinator has available a variety of resources to support circle time and the discussion of issues.

Support in school – the curriculum

Within our curriculum there will also be opportunities to discuss issues which some children might find sensitive and disturbing. Care should be taken particularly in relation to discussion about families and their make-up.

Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials.

During health and safety discussion and sex and relationship education, staff should be alert to the fact that some children will have very different experiences and may find content 'sensitive' within their own histories. Staff should make themselves familiar with the background of the children in their care in order to avoid children becoming distressed.

Physical contact with pupils

Some form of physical contact with pupils by teachers is inevitable. In some cases it is necessary for reassurance. However, all members of staff should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any intimate areas of the body.

In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention the critical incident form (**Appendix 3**) should be completed.

The majority of staff in school have received training in restraint. Where teachers or members of the support staff haven't attended 'Team teach' training, they should refer, if possible, to a member of staff who has.

Working with parents

It is important that school has an established approach to working with parents. Parents' and children's need for privacy should be respected. Attitudes to and contact with parents should be non-judgemental in order to obtain the most conducive working relationship. The priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected, provided they do not place the child at risk as defined earlier in the document. We do have access to support from other agencies for parents where it is felt that this would be useful e.g. Parent liaison, counselling support, Traveller Support Service.

Further Safeguarding Issues

Safeguarding is not just about protecting children from deliberate harm. Effective safeguarding involves developing an arena of safety whereby safe practices are incorporated into the thinking and behaviour of everyone who works for or has contact with our school. Therefore, safeguarding should be viewed as more than a document.

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At Dunnington CE Primary School there are a range of additional policies, practices and procedures which contribute to developing an arena of safety and promote the welfare of pupils. These are summarised below:-

A code of conduct for pupils, staff and governors

Dunnington CE Primary School has developed codes of conduct for pupils, staff and governors. The pupil code of conduct is displayed in each classroom and referred to regularly by members of staff. The staff and governor codes of conduct can be found in the respective induction packs and in the staffroom.

Pupils' health and safety

Health and safety is **everyone's** responsibility. Potential risks to the health and safety of pupils, staff and visitors should be reported to the school office immediately and control measures put in place. Workplace inspections are also conducted every term by the headteacher and 'premises' committee of the governing body. Workplace instructions and risks assessments are distributed to all staff and are reviewed regularly. Electronic copies are stored on the school network and a hard copy is available in the health and safety 'risk assessment' file which is kept in the headteacher's office. Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. The school also has a Crisis Management Plan that details what staff and parents should do in the case of emergencies. This can be found in the staffroom.

School security

Dunnington Church of England Primary School provides a secure site, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Access to the school premises is strictly via the main entrance between the hours of 9:05am and 3:10pm. All other gates are locked.
- Visitors must only enter through the main entrance and after signing in at the office, they should be given a visitors badge on entry.
- During the school day, children will only be allowed home with adults with parental responsibility or permission confirmed in advance.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, they must be signed out.
- Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the Headteacher who will immediately inform the police and then parents.

For further details see the school security policy

E-safety/Internet Safety

Children are encouraged to use the internet as much as is possible, but at all times in a safe way. Pupils must never be left unattended whilst online in school and teachers should ensure that this does not happen. If teachers know of misuse, either by an adult or child, the issue should be reported to the Headteacher without delay. As designated safeguarding lead, the Headteacher has overall responsibility for internet safety.

For more details see the school's E-Safety and Acceptable Use policy.

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Appointments of staff and induction of newly appointed staff and work placements

All staff that are appointed to work in Dunnington CE Primary school are recruited in accordance with the statutory guidance 'Keeping Children Safe in Education' (DFE 2016). The 'Pre-appointment checks', contained on p 27 of this document, are carried out so as to minimize the possibility of children suffering harm from those whom they consider to be in positions of trust (**Appendix 8**).

All staff that have been recruited since March 2002 have been subject to an enhanced CRB check. This was superseded by a Disclosure and Barring Service (DBS) check in March 2013.

This search highlights people who have a criminal record or if previous allegations have been made against them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Governing Body. The LA is informed directly by the Disclosure and Barring Service. The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher and a number of governors have undertaken the NSPCC and Local Authority training on Safer Recruitment.

New members of staff are inducted into safeguarding practices. Newly appointed members of staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policies which affect the health and safety, of all at school but especially the children.

Induction of Volunteers

Volunteers must also have DBS checks.

For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building, an enhanced DBS check will be conducted. The school office organises this. Visitors who have not yet been checked will, under no circumstance, be left alone with a child or group of children. It is the responsibility of class teachers to check DBS status of volunteers with the office and put appropriate safeguarding measures in place in their classroom.

Welcoming Visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance.

Attendance at School

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone before the close of register at 9.15 a.m. If there is no notification the school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the Local Authority's School Attendance Advisor whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and termly to all parents. Measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Some pupils absence, whether single days, part of a pattern or persistent, is an indicator of wider needs and will be addressed as part of the work to secure good attendance. Staff in school are alerted to this possibility and try to identify and address the underlying causes of pupils absence.

Staff will refer concerns regarding pupil attendance to the Headteacher.

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Race Equality

We want our children to be prepared for an ethnically diverse society. The school works hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response. Racism is tackled in both the Religious Education and in the PSHCE, SMSC and FBV curricula. Children take part in discussions designed to raise awareness and address prejudices.

All racist incidents are reported to the Headteacher immediately and a log is kept in school.

The Governing Body is informed of any incidents on an annual basis, within the safeguarding report.

We are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We ensure that the designated lead attends specialist training. School based training includes information on abuse linked to culture and faith.

Female Genital Mutilation (FGM)

The school staff are made aware of Female Genital Mutilation (FGM) and recognize that this is a violation of the human rights of girls and women. It is illegal in most countries including the UK. They have received training on potential indicators and understand their duty to report any suspicion that FGM may occur.

The school is also aware of the need to respond to concerns relating to forced marriage and understands that it is a form of child abuse and a breach of children's rights.

The Prevent Duty

School staff are aware of their duty, under section 25 of the Counter-Terrorism and Security Act 2015, to have due regard for the need to prevent people being drawn into terrorism. Staff receive 'Prevent Awareness' training to equip them to identify children at risk of being drawn into terrorism. They teach children more generally about online safety and filters are in place to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Attendance at school is monitored closely and concerns are raised with the Headteacher and/or LA School Attendance Advisor

Providing first aid

In school there are always trained members of staff who volunteer to oversee first aid. Several members of staff also hold a certificate for Paediatric First Aid.

The school has a dedicated first aid room where first aid supplies are stored. When a child has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- A series of checks are conducted for children with a bumped head. The outcomes are recorded on a specific form which is kept in the first aid room.
- The incident is logged on an accident report form.
- A copy of the accident report form is sent home and 'out of school' club is notified, if appropriate.
- If there is any doubt at all a parent is contacted and asked if they would like to review their child.

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When a child is poorly, they are sent to the school office. The school administrator makes an assessment of the child and decides on what action to take. The school uses the 'Guidance on Infection control in schools and other settings' published by Public Health England in September 2014 to advise parents and carers on issues relating to the spread of infection.

In an emergency, the school will seek medical assistance.

Managing Medicines in School policy

School policy is that members of staff will only give prescribed medicines when the parent has completed and signed the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the Headteacher. For the majority of medicines, however, a dose before and after school is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication.

For further details, read the Managing medicines in school policy.

Intimate care

For matters of an intimate nature, staff are requested to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Phase Leader. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters.

Meeting the needs of pupils with medical conditions

Most pupils with medical conditions don't need to take their medicine or treatment during the school day. For pupils that do, procedures are outlined in the Managing medicines at school policy. For some conditions, a health care plan may need to be drawn up. The school liaises closely with the school health team / medical professionals on such matters.

Drug and substance misuse

We aim to equip children with the knowledge, understanding and skills that enable them to make choices that lead to a healthy lifestyle. Our drugs education programme of teaching children through curriculum opportunities in science and PSHE has the primary objective of helping children to become more confident and responsible young people through teaching them to be aware of the dangers of the misuse of drugs. We aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society. Children also partake in a drugs awareness programme in Year 6.

For further details, see the school Drugs Policy.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE, Design and Technology and Internet safety when using technology.

Every lesson counts. Every interaction matters. Every day is vital.

At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. Visiting speakers, with correct clearance are always welcome into school so that can give specialist knowledge to the children.

Educational visits

Experiences gained by pupils through off-site educational opportunities are a vital part of the progression of a pupil's education. They are seen as an integral part of the School's ability to provide a broad and balanced curriculum, offering opportunities to increase independence and social skills, working together, living together (particularly in residential situations), environmental awareness and as a base for creative and interesting subject curriculum work.

The School adheres to the City of York Guidelines for Educational Visits.

The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher and the Local Authority, where appropriate, using Evolve.

Taking Images and Video of Children

There has been a lot of controversy about adults photographing and filming young people. The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Parent/guardians consent to school taking photographs by signing a permission slip. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.
- Parents/Guardians are allowed to video school performances and key events for personal use only.

Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school has a Whistleblowing Policy available in the staffroom.

Further Information

More detailed information is available on the City of York Safeguarding Children Board website www.saferchildreneyork.org.uk

Review and monitoring of the policy

This policy will be reviewed on an annual basis or earlier if legislation should change.

Other related policies/ documents:-

Health and safety Policy

Fire safety policy

School specific risk assessments

Drugs education policy

Educational visits policy

Security policy

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Intimate care policy
Managing medicines in school policy
E-Safety policy and acceptable use policy
Behaviour and anti-bullying policy
Equality Policies
Whistle blowing policy
Guidance for adults working in school
Managing Allegations against Staff and Volunteers Practice Guidance
Staff induction pack
Supply teachers information pack
Recruitment and selection pack
Governor induction pack
'The use of photographic images of children in schools'
Disaster Plan- 'Managing a Crisis in Your School' Guidance
Continence Policy
Moving and handling Policy

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