

HEWORTH CE PRIMARY SCHOOL



Safeguarding Policy

Member of staff responsible: Michael Carr

Committee responsible: Strategy

Review Date: Autumn Term 2016

Important Safeguarding contacts for Heworth CE Primary School:

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1. Rationale

Our 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.

This Policy applies to all staff, including senior managers, Governors, paid staff, volunteers, agency staff, students and anyone else working on behalf of Heworth Primary School.

At Heworth Primary School, we recognise that:

- In order to ensure we can "help each child to flourish", the welfare of every child is paramount.
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, or any other differences, seen or unseen, 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.

2. 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. The needs and safety of the child must be at the centre of any decisions that are taken.

The purpose of the policy is:

- To provide protection for the children and young people who are part of the Heworth School Community.
- 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.

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

3. Definitions

For the purpose of this policy, Heworth Primary School adopts the definition of safeguarding used in the Children's Act 2004, and in the government's guidance document 'Working Together to Safeguard Children' 2006. This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children and young people to have optimum life chances and to enter adulthood successfully.

4. 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 or to the designated member of staff. In day to day contact with children at risk, we have opportunity 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.

i. Roles and Responsibilities

Designated Senior Person for Child Protection

Michael Carr is the Designated Senior Person for child protection.

It is the responsibility of the Designated Senior Person to:

- 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 Children's Services 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 Children's Services, 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 Advice, Assessment and Early Intervention Service on (01904) 551900 without giving the child's details.

Deputy Designated Senior Person for Child Protection

If the Designated Senior Person is not available or there is a concern about the Designated Senior Person, the Deputy Designated Senior Person (Lorraine Atkinson) will take over the responsibilities.

Designated Governor for Child Protection

It is the designated governor's (Sheila Robson) responsibility to:

- take over child protection responsibilities in the absence of the designated senior person and deputy
- 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 senior person and/or deputy
- liaise with the designated senior person on child protection issues, including the regular review of this policy

Teaching Staff and Support Staff

New members of staff are issued with this Safeguarding policy 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.

All staff need to be alert to the signs of abuse as detailed in this policy. They should report any concerns immediately, where possible to the Designated Senior Person. If in any doubt they should consult with the Designated Senior Person.

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 the Designated Senior Person

ii. 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 are paramount.**

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
- 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.

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

BULLYING

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

- physical
- verbal
- emotional

All incidents of bullying should be dealt with by the class teacher in the first instance, followed by the key stage leader and/or headteacher as appropriate. A more detailed guide can be found in the school's anti-bullying 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 senior person for child protection. Actions by the designated senior person might include:

- contacting parents
- contacting Child Adolescent Mental Health Services
- contacting the Advice, Assessment and Early Intervention Service

FEMALE GENITAL MUTILATION (FGM)

If a teacher or member of staff is made aware through disclosure that FGM has taken place on a girl under 18 they must report this to the Designated Senior Person for child protection. The Serious Crime Act 2015 places a mandatory reporting duty on teachers to report and act of FGM on a girl under 18 to the police.

OTHER

The above types of abuse are not exhaustive and cannot cover every eventuality. Staff need to be alert to other forms of abuse, including forced marriage, radicalisation and extremism, not only regarding children at the school but in families and the wider community.

iii. Guidance on dealing with suspected abuse

All staff should refer concerns to the designated senior person 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

iv. 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 1) 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

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.

When you can

Complete a **critical incident sheet** (Appendix 1) which is also on the Teachers’ Server in a folder called ‘Referral forms’. This should then be passed to the designated senior person.

In addition, an ‘Initial Concern’ file is kept in the Headteacher’s office in which small concerns may be noted. Please ask the Headteacher for its location.

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 Senior Person

The designated senior person 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. This decision should be communicated to the individual making the referral.

Recorded information from children’s services meetings and other reports are stored in document wallets separate from the child’s records in a secure cabinet in the Headteacher’s office. Any documents for inclusion in these files should be given directly to the designated senior person. If a referral is made, the Designated Governor will be informed.

v. Allegations against a member of staff or volunteer

This is an extremely difficult and sensitive area to address. All allegations should be handled in accordance with the Chapter 5 of the government guidance ‘Safeguarding Children and Safer Recruitment in Education’ which came into force in January 2007.

The Local Authority Designated Officer (LADO) should be contacted immediately with any concern, by the Designated Senior Person. If any allegations are made against the Designated Senior Person, contact should be made immediately with the LADO and the Designated Governor for Safeguarding (Sheila Robson – contact details available from the School Office).

The LADO role is covered by four persons. Their contact details are: Karen Lewis 01609 534200 / 07715540712 : Dave Peat 01609 535646 / 07814533363 : Rosemary Cannell 01609 534974 / 077150540723 : Susan Crawford 01609 532152 / 07813005161. LADO referral forms can be found on www.saferchildrenyork.org.uk/Downloads/LADOREfForm.docx

vi. Allegations against a child

It may be that a child alleges that another child is the perpetrator of abuse. Where this is the case, the same guidelines should be followed in terms of listening to the child making the allegation. In these circumstances, an immediate discussion must be had with the designated senior person who will decide the best course of action. If it is suspected that abuse may be taking place, the alleged perpetrator will not be spoken to unless a parent / carer is present.

vii. Inter-agency liaison

Children's Services meetings

At times school staff will be called to participate in meetings organised and chaired by children's services. 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, class teachers 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.

viii. The Child Protection Register Children

Children placed on the child protection register will require additional support and monitoring. Children's Services will inform a school receiving a child on the register and accompanying records should follow from the child's previous school.

ix. Confidentiality

Where children are on the child protection register and leave one school for another, the designated senior person 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 Principal Education Social Worker.

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 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 to 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 care. Care 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.

x. 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 not only being alert to potential abuse but providing support to help 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.

xi. The pastoral support programme

Children who are 'looked after' should have their own pastoral support programme (Personal Education Plan) which will be drawn up in discussion with Children's Services, the class teacher, foster carers and the child themselves.

xii. Support in school – pastoral care

All class teachers are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes giving children the chance to share their concerns and following the guidance in this document. The school uses a system of internal mentors for any children identified as 'vulnerable'. Our curriculum includes 'circle time' during which children may be presented with issues included in our PSHCE (Personal, Social, Health and Citizenship Education) curriculum, SEAL (Social and Emotional Aspects of Learning) programme and Collective Worship themes. 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 PSHCE co-ordinator has a variety of resources available to support circle time and the discussion of issues.

xiii. 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 the make-up 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 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.

xiv. Physical contact with pupils

Physical contact with primary pupils by teachers e.g. for re-assurance is a normal part of school life. 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 sensitive 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 should be completed.

xv. Working with parents / carers

It is important that school has an established approach to working with parents / carers. Parents' / carers' and children's need for privacy should be respected. Attitudes to and contact with parents / carers 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 / carers where it is felt that this would be useful e.g. home/ school liaison, counselling support, Ethnic Minority and Traveller Support Service.

xvi. 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.

At Heworth 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.

xvii. Prevent Duty

From 1st July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". We have to protect children from extremist and violent views and to provide a safe place where these issues can be discussed and understood.

At Heworth Primary School we will protect children from the risk of radicalisation by ensuring they are unable to access extremist and terrorist material on the internet, which is covered within our existing IT policy, and also by ensuring that visitors to our school are checked to ensure their suitability to be with our pupils. Our staff have completed training on the Prevent Strategy.

Schools have been required since 2014 to promote British Values* and this will continue to be a part of our response to the Prevent Strategy throughout our curriculum.

Protecting Children from the risk of radicalisation is part of our school's wider safeguarding duties, whether it comes from within their families or is the product of outside influences, and if staff or parents have any concerns these must be discussed with the Head Teacher who will advise on the next step to be taken.

* British Values are considered to be 'Democracy', 'The Rule of Law', ' Individual Liberty' and ' Mutual Respect and Tolerance for those of Different Faiths and Beliefs'

5. A code of conduct for pupils, staff and parents / carers (

Heworth Primary School has developed agreed rules for pupils which are displayed in every classroom and around school. Staff (From January 2017) have a code of conduct that is part of a more comprehensive staff handbook. This is revisited annually.

6. Health and Safety

Workplace inspections are conducted every term by the Site Manager, Headteacher and Governors and reported to the School Environment Committee of the governing body. Potential risks to the health and safety of staff and pupils are identified and control measures put in place. Workplace instructions and risks assessments are distributed to all staff and are reviewed regularly.

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 an Emergency Action Plan that details what should happen in the case of emergencies.

7. School security

Heworth 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 9:00am and 3:00pm. All other gates are secured.
- Visitors must only enter through the main entrance and after signing in at the office, they should be given a visitors sticker on entry.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours but must be collected by an adult.
- 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.

8. 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 and all staff should ensure that this does not happen. Children are taught about e-safety as part of the Computing curriculum. If staff know of misuse, either by an adult or child, the issue should be reported to the Headteacher without delay. The Headteacher has overall responsibility for internet safety.

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

All staff that are appointed to work at Heworth Primary School are recruited in accordance with the statutory guidance 'Safeguarding Children and Safer Recruitment in Education' which came into force in January 2007. All staff that have been recruited since March 2002 have been subject to an enhanced CRB check. Staff must now undergo a DBS check. 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 Headteacher sits

on all appointment panels where the candidates are external applicants. The Headteacher has undertaken training on Safer Recruitment. New members of staff are inducted into safeguarding practices.

10. Induction of Volunteers

Volunteers who have unsupervised contact with children must also have DBS clearance.

11. Welcoming Visitors

The City of York Council has confirmed that visitors with a professional role i.e. all LA officers, the School Nurse or members of the police have relevant clearance.

Contractors who work regularly in school with the opportunity for contact with children must have a barred list check and an enhanced DBS check which must be shown to school. A copy will be kept. Contractors who do not work regularly at the school or who have not been checked by their employers must be supervised whilst on the premises.

12. 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 by 8.45a.m. (See Attendance Policy for more details.) 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 Education Welfare Officer whenever a child's attendance and punctuality causes concern. Positive 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. Where appropriate, staff will refer pupils to the Headteacher and other agencies.

13. 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 RE and PSHCE curriculum, in Collective Worship and in wider school life. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors also work with the children.

All racist incidents are reported to the Local Authority.

14. Providing first aid

In school there are always trained members of staff who volunteer to oversee first aid. First aid supplies are stored in each classroom and in other main areas of school. 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 office.
- The incident is logged in an accident report book.
- A copy of the accident report form is sent home and After School Care is notified if appropriate.
- If there is any doubt at all a parent is contacted and asked if they would like to examine their child.

When a child is poorly, they are brought to the school office.

15. Managing medicines in school policy

School policy is that members of staff will only give medicines prescribed by a GP. The parent must complete and sign the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the Headteacher. A record of medicine administered is held in the office.

16. Intimate care

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Assistant Head. 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. Further information can be found in the school's Personal Care Policy.

17. Meeting the needs of pupils with medical conditions

Most pupils with medical conditions do not 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.

18. Drug and substance misuse

We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Our drugs education programme of teaching children through curriculum opportunities in science and PSHCE 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.

19. The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social, Health and Citizenship 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 and Design and Technology and Internet Safety in Computing. 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.

20. 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, who is also the Educational Visits Co-ordinator, and the Local Authority, where appropriate, using Evolve.

21. Missing Children

Even when all precautions are properly observed, a child may become missing. If for any reason a member of staff cannot account for a child's whereabouts, the following procedure will be activated:

- The member of staff in question will inform both the Headteacher (or in his absence the senior staff member) and the rest of the staff team that the child is missing and a thorough search of the premises/area will commence. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- The headteacher will nominate two members of staff to search the wider area surrounding the premises. All staff will be extra vigilant to any potentially suspicious behaviour or persons.
- If after 15 minutes of thorough searching the child is still missing, the headteacher will inform the police and then the child's parent/carer.
- While waiting for the police and the parent/carer to arrive, searches for the child will continue. During this period, other members of staff will maintain as normal a routine as is possible for the rest of the children.
- The headteacher will be responsible for meeting the police and the missing child's parent/carer and co-ordinating any actions instructed by the police.
- Once the incident is resolved, the headteacher and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular note to the relevant provisions of any Site Security and Risk Assessment policies).
- All incidents of children going missing from school will be recorded.

22. 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.

23. 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. See the Whistleblowing Policy for more information.

Appendix 1 - Critical Incident Sheet

NAME	DOB	CLASS/YEAR
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Use this form to make notes as soon as possible after observing an incident or disclosure.

You should record:-

- the date and time of disclosure/incident observed
- place and context of disclosure/concern
- the facts

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.

OUTLINE AREA(S) OF CONCERN

Incident recorded by

Date Time of disclosure/incident observed.....

Designated Member of Staff Informed

Actions taken by designated person:

Signed:

Date: