



# **Naburn CE Primary School**

## **Policy for Safeguarding and Promoting the Welfare of Children**

Date of Last Review: October 2017

Date of Next Review: October 2018

Date of FAR Meeting: 07/11/2017

Date of FGB Meeting: 23/11/2017

**Important contacts for the School:**

Designated member of staff (Headteacher)	Brenda Christison
Deputy Designated member of staff	Janet Cordingley
Designated Governor	Victoria Webb
City of York Children's Front Door  this is a social care referral and assessment service for direct urgent support	01904 551900
Family Information Services (office hours)	01904 554444
Emergency duty team- (out of office hours) Front Door	0845 0349417
Local Police / Tony Barge PCSO 5557	101
Local Authority Designated Officer (LADO): Hannah Munro	01904 551783
Local Authority Safeguarding Advisor: Caroline Williamson	01904 555694
Educational Psychologist: Cathy Ardern	01904 555897
Primary Mental Health Worker: The Avenue Children's Health Centre	01904 551250
Education Welfare Officer : Mark Smith	01904 555695
LA Safeguarding Section (office hours ) <a href="http://www.saferchildrenyork.org.uk">www.saferchildrenyork.org.uk</a> <a href="mailto:cyscb@york.gov.uk">cyscb@york.gov.uk</a>	01904 555691
NSPCC <a href="http://nspcc.org.uk">nspcc.org.uk</a>	08088005000

## **Rationale**

Naburn CE Primary School works 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. [www.saferchildrenyork.org.uk](http://www.saferchildrenyork.org.uk)

At Naburn CE Primary School, we recognise that

- 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.

The purpose of the policy

- To provide protection for the children and young people who attend Naburn CE Primary School
- 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
- To provide guidance for all staff, including senior leaders, governors, paid staff, volunteers, sessional workers, agency staff, students, or anyone working on behalf of Naburn 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, Naburn CE 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 2013' and 'Keeping Children Safe In Education 2015' 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

# **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 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.

## **Roles and Responsibilities**

### **Designated Teacher for Child Protection**

The Headteacher is the designated teacher for child protection. In her absence the deputy designated teacher, Ms. Janet Cordingley, should be approached.

It is the responsibility of the designated teacher 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 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 (the front door).

### **Designated Governor for Child Protection**

As designated governor, Mrs Victoria Webb has responsibility to:

- Take over child protection responsibilities in the absence of the designated teacher(s)
- 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
- Liaise with the designated teacher(s) on child protection issues, including the regular review of this policy
- Meet the Head teacher termly to discuss policy and procedure and prepare the Safeguarding Annual Report to Governors with the Headteacher in the Summer Term

In the unlikely event that none of the above are available to speak to, then Mrs Katie Wood should be approached.

### **Teaching Staff and Support Staff**

New members of staff are issued with the child protection 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. Supply teachers are provided with a summary of the child protection procedures (Appendix 1). This is handed to each supply teacher on arrival. The summary is also available in the Staff Handbook.

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 teacher. If in any doubt they should consult with the designated teacher.

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

Detailed child protection information is available on the nspcc website at [nspcc.org.uk](http://nspcc.org.uk)

## 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
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### **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
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### **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
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### **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 phase leader and/or Headteacher as appropriate.

A more detailed guide can be found in the school's behaviour and anti-bullying policy, internet safety- this includes information on cyber bullying.

### **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 teacher for child protection. Actions by the designated teacher might include

- Contacting parents
- Contacting Child Adolescent Mental Health Services (CAMHS)
- 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

## **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). 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 school 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 from the school office should be completed.

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 teacher**

The designated teacher 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 prevention/referral route maps provided by City of York Safeguarding Board April 2013 (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 filing cabinet in the Head teacher's office. Any documents for inclusion in these files should be given directly to the designated teacher.

## **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 part four of the government statutory guidance "keeping children safe in education April 2015". The briefing on managing allegations against school staff and the role of the Local Authority Designated Officer on the NSPCC website identifies a step by step approach in order to ensure school is compliant with national legislation. The Local Authority Designated Officer (LADO) should be contacted immediately with any concern, by the designated person.

**Please see contact names and telephone numbers on front sheet.**

## 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
- the 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.

## The Child Protection Register Children

Children placed on the child protection register 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.

The school has a trained ELSA (Emotional Literacy Support Assistant) working as a teaching assistant in school to support children who may be requiring additional support.

## Confidentiality

Where children are on the child protection register and leave one school for another, the designated teacher 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 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 filing cabinet.



Discretion should be used when talking about the personal, and changing circumstances of children e.g. when a child becomes a "looked after" child. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

## **Supporting vulnerable children and those 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.

## **The Personal Education Plan (PEP)**

Children who are 'looked after' should have their own pastoral support programme which will be drawn up in discussion with social care, the class teacher, foster parents and the child.

## **Support in school – pastoral care**

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

Our curriculum includes 'circle time' during which children may be presented with issues included in our PHSCE curriculum, SEAL programme and assembly 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 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.

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 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 for example guiding a movement in PE. In some cases it is necessary for reassurance. However, some children may need physical contact because of a disability, medical condition, medical intervention or personal care (toileting). Please refer to City of York Guidance on Moving and Handling Children and Young People with a Physical Disability and Local Authority Guidance on the Management of Continence Development. 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.

Some of the 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/carers**

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 effective working relationship. The needs of the child take priority and 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. Safeguarding should therefore be viewed as more than a document.**

At Naburn 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**

The School has developed codes of conduct for pupils, staff and governors which form part of the school's behaviour policy. 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.

## **Pupils' health and safety**

Workplace inspections are conducted every term by the Headteacher and Finance and Resources 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; electronic copies are stored on the school network

A minimum of twice a year there is a fire drill that practises efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. The school also has a disaster plan that details what staff and parents should do in the case of emergencies.

## **School security**

Naburn CE 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 building is strictly via the main entrance between the hours of 9:00am and 3:15pm.

Visitors must only enter through the main entrance and after signing in at the office they should be given a visitors badge 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, and if collected by an adult, should 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 inform the police and then parents.

## **E-safety/Internet Safety**

Children are encouraged to use the internet as much as possible, but at all times in a safe way. Pupils must never be left unattended whilst online 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. Internet safety is the focus of an annual E-safety week in school. As Child Protection Officer the Headteacher has overall responsibility for internet safety. For more details see the school's Internet Safety Policy.

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

All staff appointed to work at school are recruited in accordance with the statutory guidance 'Keeping Children Safe in Education' which came into force in April 2014 (revised September 2015). The pre- appointment checks on P19 of the document are used to ensure the full range of checks 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 recruited since March 2002 have been subject to an enhanced CRB check. This was superseded by the Disclosure and Barring Service (DBS) from 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 School Business Manager is present at all interviews and both have undertaken training on Safer Recruitment. New members of staff are inducted into safeguarding practices.

## **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 will be conducted. The school office organises this and also takes up references for volunteers. Visitors who do not yet have clearance will not be left alone with a child or group of children.

## **Welcoming Visitors**

It is assumed that visitors with a professional role e.g. the School Nurse or members of the police already have relevant clearance but the office will check this before admittance is granted. A note is made of anyone entering school without clearance. All visitors sign in and are logged in the visitors' book, which is located at the entrance to school. All visitors are expected to wear a visitor badge.

## **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 9.05 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 Authority's Welfare officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the Local Authority, annually to the government and to all parents. 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 pupil absence. Where appropriate, staff will refer pupils to the Headteacher and other agencies.

## **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 Personal, Social, Emotional, Health and Citizenship curriculum. 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 Headteacher immediately and a log is kept in school. The Governing Body is informed of any incidents on a termly basis. All staff have attended PREVENT training and the headteacher and SBM are also WRAP trained.

## **Providing First Aid**

### **Refer to First Aid Guidance/ Managing Medicines Policy**

In school there are always trained members of staff who volunteer to oversee first aid. All classrooms have 1<sup>st</sup> Aid kits and each MSA has a 1<sup>st</sup> Aid belt. 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 school office
- The incident is logged on an accident report form
- A copy of the accident report form is sent home and Naburn Kids Club or extra-curricular club is notified if appropriate
- If there is any doubt at all a parent is contacted and asked if they would like to come to school to check their child

When a child is poorly they are cared for by a teaching assistant and the School Office is informed. The Office Manager, having been given the relevant information from the teacher/teaching assistant, contacts the parent/carer of the child. 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 guardians on issues relating to the spread of infection. In the event of a notifiable disease or infection the school will contact Public Health immediately.

## **Managing medicines in school policy**

Medicines should only be taken in school when essential that is when it would be detrimental to a child's health if the medicine were not administered during the school day. The Headteacher will accept responsibility in principle for members of the school staff giving or supervising pupils taking prescribed medication during the school day where those members of staff have volunteered to do so. There is no legal duty which requires school staff to administer medication; this is purely a voluntary role. The Headteacher is responsible for the organisation of volunteers in administering medicines. Refer to the Managing Medicines in School Policy.

## **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 in School policy. For some conditions, an individual health care plan or emergency treatment 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 the sort of choices that lead to a healthy lifestyle. Our drugs education programme of teaching children through curriculum opportunities in science and Personal, Social, Health and Citizenship Education 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.

## **The design of the curriculum**

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, discusses relevant issues with the children in subjects such as Personal, Social, Health and Education. 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 ICT. At all times there has to be

appropriate staffing levels and agreed pupil/adult ratios are maintained when the curriculum is taken out of school. Visiting speakers, with correct clearance are always welcome into school so they 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 a creative curriculum).

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.

All educational visits are recorded in the Headteacher's Report to governors.

## **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/carers 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/carers 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.

## **Review and monitoring of the policy**

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

## **Further Information**

**More detailed information is available on the City of York Safeguarding Children Board website [www.saferchildrenyork.org.uk](http://www.saferchildrenyork.org.uk)**

## **Other related policies/ documents**

Health and safety Policy and School Safety Management Scheme

Fire safety policy  
School specific risk assessments  
Educational visits policy  
Missing Children Policy  
Managing medicines in school policy  
ICT policy including internet safety  
Behaviour and anti-bullying policy  
Equalities Policy  
Whistle blowing policy  
CITY OF YORK SAFEGUARDING CHILDREN BOARD GUIDANCE  
'The use of photographic images of children in schools'  
Disaster Plan  
City of York Guidance on Moving and Handling Children and Young People with a Physical Disability

**Please refer to the appendices**