

Policy for Safeguarding and Promoting the Welfare of Children



Important contacts for the School:

Designated member of staff (Headteacher)	Tina Clarke
Deputy Designated member of staff	Lisa Solanki Danielle Rees
Designated Governor	Jackie Hudson
City of York Children's Front Door Team Referral and Assessment Team (within "The New Front Door") www.saferchildrenyork.org.uk cyscb@york.gov.uk This is a social care referral and assessment service.	01904 551900
Children and Family Services advice centre (office hours)	01904 554444
Emergency duty team-Front door (out of office hours)	01609 780780
Local Police	101
Local Area Team Link Workers Hilary Mennell Claire Harton	555406 555134
Local Authority Designated Officer (LADO) :	01904 551783
Local Authority Safeguarding advisor: Caroline Wood	01904 555694
Education, Assistant Director Children & Communities: Amanda Hatton	01904 554212
Educational Psychologist: Cathy Arden	01904 554345
Primary Mental Health Service: CAMHS	01904 615345
School Nurse/Technician: Victoria Kendall	01904 551760
Education Welfare Officer : Mark Smith	01904 622935
NSPCC nspcc.org.uk	0808 800 5000

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 and statutory requirements.

At Fishergate 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

STATUTORY CONTEXT

In order to safeguard and promote the children's welfare, the school will act in accordance with all relevant legislation and guidance, including: the Children Acts 1989 and 2004; Education Act 2002 (section 175); Safeguarding Children; Guidance for safer working practice for those working with children and young people in education settings (2019) and Working Together to Safeguard Children (HM Government 2018), Keeping Children Safe in Education (September 2020)

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 are part of the Fishergate 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
- The policy applies to all staff, including senior managers, governors, paid staff, volunteers, sessional workers, agency staff, students, or anyone working on behalf of Fishergate 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, Fishergate Primary School adopts the definition of safeguarding used in the Children's Act 2004, and in the government's guidance document 'Keeping children safe in Education' (2020)

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

Children includes everyone under the age of 18.

PARENTS UNFIT TO ACCOMPANY A CHILD

The school will not allow parents / carers to take responsibility for a child when they are not considered capable of safely supervising them due to, for example, alcohol, drugs or illness.

Absences – unexplained or unauthorised pupil absences will be followed up rigorously by the school.

Transition – strategies are put in place for vulnerable children entering or transferring from the school.

Training – effective monitoring of records informs the training programme for staff and governors. There is a rolling programme of child protection and safeguarding training for the Head teacher, staff and governors, to equip them to carry out their responsibilities effectively. The training is kept up to date by regular refresher training.

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

Mrs Tina Clarke is the head teacher and the designated teacher for child protection. In her absence the deputy, designated teachers, Dani Rees or Lisa Solanki, 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
- promote children's welfare, and propose increasing their training and involvement around supporting all children particularly those with social care involvement.
- 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 Children's Services department of 'York Customer Advice Centre' without giving the child's details.

DESIGNATED GOVERNOR FOR CHILD PROTECTION

The designated governor for safeguarding and child protection is Jackie Hudson. It is the designated governor's 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.

TEACHING STAFF AND SUPPORT STAFF

New members of staff are issued with the 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. Supply teachers are provided with a summary of the child protection procedures 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. 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

All staff undertake the annual e-learning package on safeguarding children as recommended by the City of York Safeguarding Children Partnership (CYSCP).

GUIDANCE ON RECOGNISING SUSPECTED ABUSE

Child abuse is a term used to describe the maltreatment of a child. 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.**

PHYSICAL ABUSE

Physical abuse can include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or causing any form of physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in 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, inadequate, or valued insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate
- placing inappropriate age or developmental expectations
- Exposing a child to seeing or hearing the ill-treatment of another
- making children feel frightened or in danger
- exploitation or corruption of children

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
Interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning
Eating problems
Depression, withdrawal

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. They can include physical contact or 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, or grooming a child in preparation for abuse.

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, likely to result in the serious impairment of 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, ensure adequate supervision, failure to ensure appropriate access to medical care and treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

MENTAL HEALTH

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have a mental health concern about a child that is also a safeguarding concern they should follow school procedures and protocols for recording and sharing safeguarding concerns and consult the school well-being team.

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

The class teacher should deal with all incidents of bullying in the first instance, followed by the key stage leader and/or Head teacher as appropriate.

A more detailed guide can be found in the school's anti-bullying policy.

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

These are both forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. The abuse can be a one-off occurrence or a series of incidents over time. The victim may be exploited even if the activity appears consensual and does not always involve physical contact; it can occur with technology.

The following can be indicators of both CSE and CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

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
- contacting Children's Services if the child meets the referral criteria

PEER ON PEER ABUSE

Children can abuse other children; this is often referred to as peer on peer abuse. This includes:

- bullying (including cyberbullying)
- physical abuse as detailed above
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online harassment
- upskirting which typically involves taking a picture under a person's clothing without them knowing
- Sexting
- Initiating/hazing violence and rituals

HONOUR BASED VIOLENCE

'Honour based' violence (HBV) including Female genital mutilation, breast ironing and forced marriage are crimes or incidents which have been committed to defend or protect the honour of the family/community.

FEMALE GENITAL MUTILATION (FGM)

The school uses the World Health Organisation definition as written below.

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

(World Health Organisation-1997)

The UK Government has written advice and guidance on FGM that states:

"Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

As from January 2013 Ofsted have included FGM in their "Inspecting Safeguarding" briefing for Inspectors. Annex 4 contains questions and information about FGM for inspectors.

In light of this information, Fishergate Primary School has decided to implement these policies and procedures. Fishergate Primary School has decided to take proactive action to protect and prevent our girls being forced to undertake FGM. The Head teacher and Governors do this in four ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
3. FGM discussions by Child Protection lead with parents of children from practising communities who are at risk.

4. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls.

In order to protect our children it is important that all of the school community know key information.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation, a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

PREVENT DUTY

Fishergate Primary School is fully aware of its responsibility under the Prevent Duty 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

in addition, recognises its responsibilities to prevent and protect children from extremism, fits within its duty of child protection and safeguarding.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

DEFINITION

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/ETF_FINAL.pdf

STRATEGIES FOR PREVENTING EXTREMISM

Fishergate Primary School’s curriculum and ethos school promotes community cohesion as well as British Values.

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs.

School Inspection Handbook from September 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458866/School_inspection_handbook_section_5_from_September_2015.pdf

Promoting fundamental British Values as part of SMSC in schools Departmental Advice 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97995/strategy-contest.pdf

This strategy is based on four areas of work:

- Pursue

To stop terrorist attacks

- Prevent

To stop people becoming terrorists or supporting terrorism

- Protect

To strengthen our protection against a terrorist attack

- Prepare

To mitigate the impact of a terrorist attack

AIMS

- Raise awareness within school of the threat from violent extremist groups and the risks for young people.
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help schools understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism and protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community.

Fishergate Primary school will use these principles to guide our work in all areas including building on our work in:

- Promoting good outcomes for all pupils including their spiritual, moral, social and cultural development
- Promoting pupil happiness, wellbeing, sense of security, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies including the education child protection service, social care, the police, parents, and community and religious leaders to build community links and enhance positive networks

TRAINING

Tina Clarke is the designated personnel for PREVENT and undertook the Channel training run by North Yorkshire Police in March 2015 and School staff have read the PREVENT Duty guidance.

RISK ASSESSING

Fishergate Primary School is committed to safeguarding, is compliant with its duties including prevent, positively promotes the well-being of all its pupils and expects all staff and volunteers to share in this commitment. We are a happy school with an open door policy and excellent methods of communication. The School is proud of its multi-lingual and multicultural school community and has good relations with parents and the community. The school risk assesses for a number of purposes including staff recruitment and would be vigilant to any pupil at risk to grooming or extremism.

PARTNERSHIPS

Fishergate Primary School recognises that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organization alone but relies on the sharing of information and productive partnership working. In upholding the Prevent duty we work with a number of partners, including

- The Education Child Protection Service
- The Police and PCSOs
- The Local Area Team
- Social Care
- Community and religious leaders
- Parents and the wider community
- Other Educational Organizations

BUILDING RESILIENCE

“Schools can build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.”

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Fishergate Primary School develops pupils’ resilience in a number of different ways across the curriculum including through the PDBW programme of study, whole School and class assemblies, educational visits, drama workshops, debating, philosophy, and citizenship activities such as school council.

RAISING A CONCERN

If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist the school will take this matter seriously and will follow Child Protection procedures.

1. Speak to the Designated Personnel for Child Protection and Safeguarding
2. Take advice as to whether a Referral Form needs to be completed through a phone discussion with Children’s front door on
3. Send to Children’s Front Door for assessment on 01904 551900
4. Subject to assessment Inter-agency procedures may follow including
5. Escalation to Channel

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Whilst Fishergate Primary School is fully compliant in the Prevent duty, and recognises the important role it has to play in this respect, the school will be thoughtful and proportionate in its response to ensure that no individual or group feels needlessly disenfranchised or unfairly discriminated.

Paramount to Fishergate Primary School’s ethos is to promote a positive, warm, inclusive, compassionate, optimistic and harmonious school culture, where every child and adult feels safe, happy and valued.

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 – do not 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

PROCEDURES FOR MONITORING, RECORDING AND REPORTING

At the time:

Brief notes at the time or immediately after will help you to complete the CPoms record. You should note:

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

In the case of there being bruises or observed injuries, the Body Map (on CPoms) 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 later to support a referral to an external agency.



DESIGNATED TEACHER

The designated teacher will:

- Follow-up the record 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. This decision should be communicated to the individual making the referral.
- Where a child is verbally referred to MASH a 'confirmation of referral form' (Appendix 1) should be completed and sent within 48 hours.

The DSL may also contact MASH (Multi-agency safeguarding hub) for additional advice or guidance.

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 Head teacher's office. Any documents for inclusion in these files should be given directly to the designated teacher. They will also be uploaded to CPoms.

A CODE OF CONDUCT FOR PUPILS, STAFF AND PARENTS

Fishergate Primary School has developed codes of conduct for pupils, staff and parents, which form part of the school's behaviour policy and is part of the Home School Agreement. The pupil code of conduct is displayed in each classroom and referred to regularly by members of staff.

INDUCTION OF VOLUNTEERS

Volunteers must also have Criminal Records Bureau clearance and a full DBS search will be conducted. The School Administration team organises this. Under no circumstances will visitors who have not yet received be left alone with a child or group of children.

WELCOMING VISITORS

It is assumed that visitors with a professional role i.e. all LA officers, 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.

APPOINTMENTS OF STAFF AND INDUCTION OF NEWLY APPOINTED STAFF AND WORK PLACEMENTS

All staff that are appointed to work at Fishergate Primary School are recruited in accordance with the statutory guidance Keeping Children safe in Education (September 2020); Safeguarding Children; Guidance for safer working practice for those working with children and young people in education settings (2019). The 'Recruitment and Selection Checklist' contained in this document is used to ensure the full range of checks are carried out so as to minimise the possibility of children suffering harm from those whom they consider to be in positions of trust. All staff that have been recruited since March 2002 have been subject to an enhanced 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 Head teacher and the Governing Body reconsider the appointment. The LA is informed directly by the Criminal Records Bureau. The Head teacher sits on all appointment panels where the candidates are external applicants. The Head teacher and Chair of Governors Staffing Committee have undertaken the LA training on Safer Recruitment. New members of staff are inducted into safeguarding practices.

ALLEGATIONS AGAINST A MEMBER OF STAFF, SUPPLY 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. This guidance follows where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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;
- or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The designated person should contact the Local Authority Designated Officer (LADO) immediately with any concern. If any allegations are made against the designated person, contact should be made immediately with the LADO and the Chair of Governors informed.

LADO Contact Details

01904 551783

ALLEGATIONS INVOLVING THE HEADTEACHER

If an allegation is made against the Head teacher, the matter will be reported immediately to the Chair of Governors who will refer the allegation to the Local Authority Designated Officer for consideration of further action.

INTER-AGENCY LIAISON

In line with 'Working together to Safeguard children' the safeguarding team should liaise with the three safeguarding partner and other agencies. These partners are the Local Authority, the Clinical Commissioning group and the Chief Officer for the police.

SOCIAL CARE MEETINGS

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

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 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 and access via CPoms will be limited to key members of staff.

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.

Where children leave Fishergate Primary school for another setting, including secondary provision relevant information will be shared to ensure appropriate support for both the child and family can be provided.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

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.

THE PASTORAL SUPPORT PROGRAMME

Children who are in care should have their own pastoral support programme which will be drawn up in discussion with Children's Services, the class teacher, foster parents and the child themselves. They will have personal education Plan (PEP) and their progress and support will be overseen by the Virtual school (see Children in care policy)

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 times' during which children may be presented with issues included in our Relationship & Sex Education (RSE) and Health Education curriculum and assembly themes, including safeguarding. 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 RSE 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 member of families and the presence of both parents should be avoided in both 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

In accordance with COVID-19 guidance for schools, adults will endeavour to maintain two metres distance from pupils. However, in occasional instances 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 sensitive areas of the body.

In the event of physical handling 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.

The majority of staff in school have received Team Teach training in de-escalation and physical handling. Where teachers or members of the support staff have not attended 'Team teach' training, they should refer, if possible, to a member of staff who has. If physical handling is required, staff will complete a record detailing the incident, which will be shared with the head teacher and parents.

WORKING WITH PARENTS

It is important that school have 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 would 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. Home/ school liaison, counselling and well-being support

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 Fishergate 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.

PUPILS' HEALTH AND SAFETY

The Head teacher and 'premises' committee of the governing body conduct workplace inspections every term. 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 and are hard copy is available in the health and safety 'risk assessment' file which is kept in the Head teacher'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 disaster plan that details what staff and parents should do in the case of emergencies.

SCHOOL SECURITY

Fishergate 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.

Due to COVID-19 restrictions, parents are not allowed into the school building and access to the school building is only under extenuating circumstances. In these instances, 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.

Prior to planned visits to Fishergate School, visitors must complete a COVID specific risk assessments and visitors record. This information will be held in accordance with the NHS track and trace protocols. 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 in Key stage 1 will only be allowed home with adults with parental responsibility or confirmed permission. In Key stage, 2 if parents have provided permission then children will be allowed to arrive and leave school independently. Parents take full responsibility for this decision.

Children should never be allowed to leave school alone during school hours but 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 Head teacher who will immediately inform the police and then parents.

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 teachers should ensure that this does not happen. If teachers know of misuse, by either an adult or child, the issue should be reported to the Head teacher immediately. As Child Protection Officer, the Head teacher has overall responsibility for internet safety. For more details, see the school's ICT policy

In the eventuality of school, closure due to COVID-19 infections children will return to online learning.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Policy for safeguarding and where appropriate referrals should still be made to children's social care and as required, the police.

Fishergate Primary school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

When delivering online lessons staff will comply with the following:

- No 1:1s, groups only unless delivering SEMH interventions where parents have consented and discussion has taken place between the ELS (Emotional Literacy support assistant) and parents detailing content and protocols.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager/provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

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 9.00a.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 LA, 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's absence. Where appropriate, staff will refer pupils to the Head teacher and other agencies.

RACE EQUALITY

We want our children to be prepared for an ethnically diverse society. The school will work 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 in the RSE curriculum. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children also.

All racist incidents are reported to the Local Authority immediately and the Governing Body on a termly basis.

PROVIDING FIRST AID

In school, there are always trained members of staff who volunteer to oversee 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 school office.
- 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.

When a child is unwell, they are sent to the school's designated teaching assistant for first aid (Ann Cole or Claire Stenson). They assess the child and decide on what action to take.

MANAGING MEDICINES IN SCHOOL POLICY

School policy is that members of staff will only give 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 Head teacher. 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 Supporting pupils with medical needs school policy

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 Head teacher or Deputy 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.

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 Supporting Pupils with Medical Needs 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 the sort of choices that lead to a healthy lifestyle. Our drugs education programme of teaching children through curriculum opportunities in science and RSE 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, in subjects such as Relationship and sex education 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 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.

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 Head teacher 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 their own children 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** and must not be posted to social media sites without the permission of the parents of any other children in the images/videos.
- Parents will be asked to sign a declaration that they will only upload photos of their own child (ren) and under no circumstances will any photos of other children be published on any social network sites like Facebook, Twitter. If there is a breach in this policy by any parent or carer then permission for taking any photographs within school will be withdrawn permanently.

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

Information that is more detailed is available on the City of York Safeguarding Children Board website www.saferchildrenyork.org.uk

Multi Agency Safeguarding Hub - Referral Form

Referral Type							
<input type="checkbox"/>	Children's Social Care	<input type="checkbox"/>	Children's Health and Disability Team	<input type="checkbox"/>	Early Help Service		
If threshold is not met for CSC intervention, has consent been given to pass to Early Help Coordinators to explore support for the family?						<input type="checkbox"/> Yes	<input type="checkbox"/> No

Child(ren) in the household							
Forename	Surname	Date of Birth	Gender	Referring (please tick if yes)	Contact number	Ethnicity	Religion
			Choose an item.	<input type="checkbox"/>		Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>		Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>		Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>		Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>		Choose an item.	Choose an item.
Address							
Child(ren)'s first language or preferred means of communication				Is an interpreter or signer required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
				Details:			
Nationality							
Does the child(ren) have a disability?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Details:			
Is the child(ren) privately fostered?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Is the child(ren) adopted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Parents/Carers and other significant individuals

Forename	Surname	Date of Birth	Gender	Parental Responsibility (please tick if yes)	Address (if different from above)	Contact Number	Ethnicity	Religion
			Choose an item.	<input type="checkbox"/>			Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>			Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>			Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>			Choose an item.	Choose an item.
			Choose an item.	<input type="checkbox"/>			Choose an item.	Choose an item.

Consent

If a practitioner believes a child is at risk of significant harm, they have a duty to make a referral. These referrals do not require consent, but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence. For all other referrals consent should always be sought from an adult with parental responsibility for the child (or from the child themselves if they are competent) before passing information about them to relevant services.

How has consent been obtained?	<input type="checkbox"/> Verbal	<input type="checkbox"/> Not obtained Reason:	Date consent obtained:
	<input type="checkbox"/> Written		
Have you informed the parent/carer/child about the reason for this referral?	<input type="checkbox"/> Yes	If yes, what is the parent/carer/child's view of the referral?	
	<input type="checkbox"/> No		
Who has consent been obtained from?	<input type="checkbox"/> Parent Name:	<input type="checkbox"/> Carer (person with PR) Name:	<input type="checkbox"/> Child Name:

Reason for referral

Please provide as much concise and evidence-based information as possible to help us in our assessment

Reason for referral *What is the impact on the child(ren)?*

What is going well for the child(ren)?

What support is currently in place for the child(ren)?			
Family Early Help Assessment (FEHA) <i>Please provide copies of documents</i>	<input type="checkbox"/>	Education Health Care Plan (EHCP)	<input type="checkbox"/>
		My Support Plan (MSP)	<input type="checkbox"/>
What needs to change or would help the child(ren)?			
Are there any concerns of going missing from home?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Further information can be found at www.saferchildrenyork.org.uk
Are there any concerns of exploitation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If Yes, please complete the exploitation screening tool and attach with referral (available at www.saferchildrenyork.org.uk)
Are there any concerns of neglect?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If Yes, please complete the neglect screening tool and attach with referral (available at www.saferchildrenyork.org.uk)

Currently involved services				
Role	Full name	Contact number	Email address	Address and postcode
Adult Mental Health				
Adult Social Care				
Adult Substance misuse				
Child substance misuse				
CAMHS				
Childcare Setting				
Dentist				
Early Help Service				
Education Provider				
GP				
Housing				
Local Area Coordinator				
Midwife				
Paediatrician				
Youth Justice Service				
0-19 Healthy Child Service				
5-19 Health Child Nurse				
Other, please specify				

Referrer's details

Date of referral		Time of referral		<input type="checkbox"/> Follow up call	<input type="checkbox"/> New referral
Name of referrer			Role		
Agency address			Contact number		
Email address			Other relevant information to note		

If referring for Children’s Social Care support please send to MASH@york.gov.uk

If there are concerns about a child or young person at level 4 where the child is considered to be at risk of harm **make direct contact** on 01904 551900 or Police (999 in an emergency) and complete this form once the immediate concerns have been addressed.

If the child you are concerned about already has an allocated Social Worker go directly to this person by contacting 01904 551900 and press option 1 – there is no need to use this form.

If referring for Early Help support please send to earlyhelp@york.gov.uk