

# Kildwick CE VC Primary School

*Learning to Live, Living to Love, Loving to Learn*

## Safeguarding Policy

<b>Date Approved: Autumn 2019</b>	<b>Next Review: Autumn 2020</b>
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At Kildwick CE VC primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards in all that they do, underpinned by our deeply Christian ethos. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. Their achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents given to them by God and experience 'life in all its fullness' (John 10:10). This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### Kildwick CE VC Primary School Mission Statement

Trusting in God, we aim to:

- Ensure that each child achieves their full potential, discovering their gifts and talents given to them by God.
- Meet the needs of individual children in a caring Christian environment
- Develop supportive links between home, school, church and community
- Develop confidence, independence, self-esteem and respect for all people
- Provide high quality teaching and learning opportunities
- Provide exciting and extensive extra-curricular opportunities enabling children to fully enjoy school life
- Establish high expectations of attitude, behaviour and attainment
- Prepare children for their responsibilities as good citizens and develop their awareness of their role in the wider global community

### **Our common values**

- Show Respect
- Practise Manners
- Being Safe
- Working together
- Being Honest, Trustworthy and Responsible citizens

**Kildwick CE VC Primary School promotes the safeguarding and welfare of all pupils in its care.**

*This policy should be read in conjunction with the following policies:*

- *Child Protection Policy*
- *Health & Safety Policy*
- *Behaviour Policy / Anti Bullying Policy*
- *SEND / Inclusion Policy*
- *Staff Handbook*
- *SCSRE handbook*
- *Security Policy*
- *LAC Policy*
- *E-safety Policy*
- *Other policies/guidance that recognise specific vulnerable groups*
- *External doors risk assessment*

*All Policies can be found on the school website or a paper copy can be provided by the Headteacher on request.*

### **Every Child Matters**

Overriding common values:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Economic well-being

## Rationale

At Kildwick, the safeguarding of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Staff and volunteers at Kildwick, whether short term or established, must ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place and reviewed regularly. The school also has a responsibility to listen to children, take their views seriously, and make appropriate referrals should they have concerns about their welfare.

In order to ensure that safeguarding information and guidelines are readily accessible to all adults within our school, and presented efficiently in order to enable all adults to exercise their duties consistently and from a sound knowledge base in respect of procedures and expectations, our Safeguarding Policy incorporates the following policy statements:

1. Managing medicine in schools
2. Attendance
3. Behaviour
4. Child Protection
5. Educational Visits
6. Equalities Scheme
7. Health and Safety
8. Inclusion
9. Sex and Relationships

## Aims

1. To ensure the safety of all pupils at all times.
2. To ensure that all staff are aware of and fully implement procedures and policies that ensure the safety and security of our pupils.
3. To ensure staff understand their responsibility to work in partnership with others to promote the welfare of children, and safeguard them from abuse.

## Contents

It is important to note that the information contained within this policy is not organised in priority order. All procedures contained within this policy are of equal importance and the whole of this policy document should be treated as such.

Section 1- **Related Policies**

Section 2- **Safe Recruitment of Staff and Long Term Volunteers**

Section 3- **Site Security**

Section 4- **Meeting the Medical Needs of Children (inc. intimate care)**

Section 5- **First Aid**

Section 6- **Use of Children's Images**

Section 7- **Anti Bullying**

Section 8- **Drugs Education**

Section 9- **Safe Use of the Internet**

## **Section 1- Related Policies**

### **Child Protection**

Our Child Protection Policy must be read in conjunction with this policy. The Designated Senior Person for Child Protection is **Tim Whitehead** in his absence **Clare Smurthwaite** and **Donna Akrigg** will deputise.

### **Inclusion**

Our Inclusion Policy includes guidelines on provision for Gifted and Talented Pupils and procedures for meeting the needs of all pupils. Our SENDCO is **Donna Akrigg** (currently on maternity Leave)

### **Health and Safety**

We have a detailed Health and Safety Policy and associated risk assessments to ensure that our site, the activities that children and adults carry out and the risks associated with these activities are acceptable. **Tim Whitehead** is responsible overall for Health and Safety in school.

### **Educational Visits**

There is a clear Educational Visits Policy in place which details procedures for planning, carrying out and reviewing visits. The Educational Visits Co-ordinator (EVC) is **Tim Whitehead**. The planning and preparation of visits is delegated to individual class teachers but all visits must be approved by the EVC and, where appropriate, the Chair of Governors and the LA.

### **Vulnerable Groups**

We believe that inclusion means providing equal opportunities for all learners, regardless of age, gender, ethnicity, attainment or background. We recognise that, whilst the needs of every pupil in our care are equally important, there are individuals or groups of pupils who may be more vulnerable than others. It is important that we monitor these groups closely to ensure that they are provided with the care, guidance and support, both academically and pastorally, to enable them to succeed. The needs of the following groups of pupils are monitored closely as part of our assessment and inclusion strategy:

- Boys and girls.
- Minority ethnic and faith groups, asylum seekers and refugees (currently a very small minority within Kildwick School).
- Learners who need support to learn English as an Additional Language.
- Learners with Special Educational Needs.
- Learners who are disabled.
- Learners with a specific gift and/or talent.
- Those who are looked after by the Local Authority.
- Any learners who are at risk of disaffection or exclusion.
- Pupils eligible for FSM (Pupil Premium Children), those in receipt of benefits or those who disclose a low income (as a minority within a school of largely mid to high earning families).
- Pupils who are socially and/or physically isolated (as a rural school serving a number of villages and hamlets spread over a wide area).

All staff are made aware of these groups and work together to ensure that the needs of all individuals are met.

## **Section 2- Safe Recruitment of Staff and Long Term Volunteers**

It is of paramount importance that the background and suitability to work with children is checked for all staff, whether short term or established, paid or voluntary. We follow the DCSF guidance for safer recruitment and ensure that at least one member of our recruitment panel has undertaken the assessed online training.

When recruiting staff, the Governing Body and Headteacher refer to the DCSF's Safeguarding Children and Safer Recruitment in Education (2007) document.

All adults working with our children, including Governors, are subject to an enhanced DBS check being carried out and commencement of work depends on satisfactory clearance. These details, along with D.O.B, address, evidence of immigration status, approved identification documents and a renewal date are recorded on the school's Single Central Record (SCR) which can be found on file in the school's admin office and electronically on the Headteacher's computer.

### Volunteers

Parent volunteers are required to hold an enhanced DBS check with satisfactory clearance before they are permitted to work with pupils. For educational visits, DBS checks are only required if the parent is given unsupervised access to children or where a visit includes overnight accommodation. (see Educational Visits Policy). School age work experience students (under 16) are not DBS checked, however, the school responsible for these students (South Craven Secondary School) assess the suitability of candidates before sending them to primary schools in the area. School age work experience students always work in the classroom under the supervision of the class teacher. Volunteers who are looking to work in our school to gain experience before future training or employment are subject to the same checks as new supply teachers and do not commence their volunteer work until these checks are returned and deemed satisfactory. Such volunteers are not required to submit an application form.

## **Section 3- Site Security**

### Entering the Building

- All visitors enter school via the main entrance and sign in, collecting a visitor's badge.
- All visitors are asked to show their ID. Staff members reserve the right not to answer the door if the visitor does not present their visible ID.
- The main entrances to school are kept shut at all times (see latest door risk assessment), and can only be accessed via the schools electronic keypad system.
- The intercom is manned by the school Administrator or Head Teacher.

### Supervision Procedures

- Pupils are supervised on the playground from 8:45am by either the Headteacher or other members of staff
- Staff follow the guidelines and procedures set out in the Educational Visits Policy when planning visits out of school. Ratios of adults to children are taken into account and all risk assessments completed are filed in the EVC file.
- The Church gate is locked at 9am using a combination lock and kept locked throughout the school day.
- Children will be supervised at all times when walking between school and the rec.

- Reception & Key Stage 1 staff escort children to parents waiting on the playground, ensuring that each member of Classes 1 & 2 is handed to a waiting parent.

#### Staff Responsibilities

It is the responsibility of all staff to be vigilant with regards to site security by following the procedures set out in this policy. Failure to do so may result in security being breached. As such, all staff have signed to say that they have read, understood and will implement the above procedures.

It is also the responsibility of all staff members to report any security issues to the Headteacher as soon as they arise.

#### **Section 4- Meeting the Medical Needs of Children**

Staff refer to the Managing medicines in school policy for guidance when dealing with minor or short term medication requirements. For long term or complex medical needs (such as anaphylaxis, diabetes), a meeting must take place between school, parent/s, the school nurse and any other appropriate medical professionals who will assist in putting together a detailed care plan.

It is the responsibility of the school, overseen by the Headteacher, that children with health care needs are not disadvantaged by these needs and that systems and procedures are put in place to specifically meet these needs. The school follows guidance set out in North Yorkshire County Council's '**Managing Medication and Complex Healthcare Needs of Children and Young People**' document (2012) to ensure that this requirement is met.

#### Intimate Care

It is important to clarify this area to include short term irregular intimate care, such as helping a young child who has had an accident, and long term intimate care that is required in order to fully meet a child's specific needs.

Where help is required for a child who has had an accident, the following procedures, designed to protect both children and staff, should be adhered to:

- The member of staff assisting a child must inform a colleague that s/he is helping a child in this way.
- Where the privacy of a child is not compromised, any such assistance should not take place in an area that is entirely enclosed. Where this is not possible, a colleague must be in the vicinity to act as support for that member of staff. Leaving the door slightly ajar is more appropriate than it being completely shut.
- Where appropriate, the child should be encouraged to be independent in changing clothing and managing his/her cleansing.
- Members of staff should report any concerns arising from helping a child in this way to the Headteacher immediately.
- Under no circumstances must any of the above procedures be carried out by a volunteer, visitor or member of supply staff unless s/he is the child's parent.

Where longer term intimate care is required, staff will follow procedures set out in the Council's '**Managing Medication and Complex Healthcare Needs of Children and Young People NYCC document (2012)**', ensuring that the parent, relevant health care professionals and, where appropriate, the child are involved in each step of the planning process.

## **Section 5- First Aid**

Lists of First Aiders are displayed across school.

It is our policy to ensure that appropriate first aid arrangements are in place for our pupils and also for staff and visitors. All adults are responsible for providing initial first aid if they are first at the scene of an accident or incident.

First aiders are responsible for:

- Responding promptly to all requests for assistance and acting promptly if a child is injured.
- Summoning further help if necessary.
- Looking after the casualty until recovery has taken place or further medical assistance has arrived.
- Reporting details of any treatment provided (see below)

### **Procedures**

For injuries to adults, colleagues should refer to the school's First Aid at Work Policy. For minor injuries to children, the following procedures are followed by all staff:

- Assess the situation and the nature of the injury.
- Call for assistance if required.
- Calm and reassure the child

Apply the appropriate first aid measures (carry out checks before using dressings to avoid allergic reactions)

**For any type of accident, fill out the School Minor Injury Record Form in the Accident Book (which can be found in the staffroom. For head injuries, fill out the Head Injury Form to be sent home.**

If a head injury has resulted in a bump or bruise, a call should be made to parents to explain what has happened and to decide whether the child should remain at school or be sent home.

For all other minor injuries, staff should use their discretion in deciding whether parents should be informed. If a colleague is unsure of what action to take, s/he should seek the advice of the Headteacher.

If handing over a child who has been injured to another adult (e.g. transition periods such as the beginning/end of lunchtime), ensure that s/he is informed of the injury so that the child can be monitored and the adult can ensure that the form goes home.

**All injuries that result in a hospital visit must be reported to the Local Authority via an ARF1 form.**

In dealing with a more serious injury, the first adult on the scene must:

1. Summon help immediately.
2. Make the child comfortable, ensuring that no unnecessary movements are made that may exacerbate an injury.
3. Decide whether the emergency services are required. If so, ask the adult who is helping to call either 999 or 112. If possible, make this call next to the injured party so that as much information as possible can be conveyed to the operator.
4. Do not give the child anything to eat or drink until seen by a medical professional.
5. Never leave the child alone.
6. Never drive an injured child to hospital. If a child needs hospital treatment, an ambulance must be called.
7. Arrange for a parent or carer to be informed. Do not waste time by calling parents first if the child is in need of hospital treatment. Call parents **after** the emergency services have been called.

8. Accompany (or arrange for another member of staff to accompany) the child to the hospital in the ambulance if required.
9. Once the child is being looked after by either another member of staff, parent or medical professional, write down the details of the incident and fill out the relevant forms.

### **Section 6- Use of Children's Images**

All staff at Kildwick School are aware of concerns about the use of images of children. The Headteacher will exercise discretion in the use of any photographs/images of children which are used for internal publication.

**On entry into school parents are asked for permission for their child's photograph to be used in external publications such as the school prospectus, in the press and on the website. A list is published and distributed amongst all staff, who are vigilant in ensuring that photographs of children whose parents have not granted permission are not used in such publications under any circumstances.**

### **School Performances and Sporting Events**

Adults photographing and filming young people has been the subject of many discussions in recent times. These concerns are genuine, however at Kildwick we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow clear guidelines, which are: Any filming is for family use and must not be sold, published on websites such as YouTube, Facebook or in publications under any circumstances.

The Headteacher reserves the right to stop filming at any time if he or a colleague deems it inappropriate or obtrusive. This right is delegated to any member of staff in charge of a group of pupils.

Permission must be granted in advance and filming or photography must be sensitive to the needs of all children.

Photographs or video may not be taken at swimming events.

### **Section 7- Anti-Bullying Policy**

There is a clear and comprehensive Behaviour Policy in place which has been developed in consultation with pupils, staff and governors. In addition to this policy, there is a separate statement on our policy for preventing bullying:

Bullying is extremely rare at Kildwick School, however, staff remain vigilant to behaviours that may lead to a pupil or group of pupils being bullied. Our definition of bullying is:

- Deliberate hurtful behaviour towards a pupil or groups of pupils by an individual or group of pupils. 'Hurtful' may mean causing physical, verbal or emotional harm.
- Repeated over a period of time.
- 'Targeting' of pupils who find it difficult to defend themselves.

As staff, we are committed to ensuring that everything possible is done to maintain that bullying has no place in our school.

We do this by:-

- Identifying as a whole school what constitutes bullying and what effect bullying has on victims.
- Aiming to maintain an ethos of tolerance, acceptance and open-ness where everyone is equal and accepted as part of our community.
- Raising the issue in assemblies on a regular basis and when necessary in other contexts.
- Discussing bullying in smaller groups in P.S.H.C.E. lessons.

- Encouraging children to report any incidents that can be classed as bullying to an adult without fear of reprisal.
- Alerting all staff if a parent reports that a child is a victim of bullying. The situation is then monitored, particularly at times outside the classroom (e.g. lunchtimes, playtimes, after school clubs).
- Observing the alleged perpetrators of bullying and acting in a timely and efficient manner.
- Investigating any incidents fully, listening to both sides. The class teacher/ Headteacher will do this and the incident or incidents recorded. In any event, the Headteacher will be informed.
- Encouraging pupils to share the responsibility for the “no bullying” policy by never standing by and watching any bullying taking place. Pupils are taught not to be a ‘bystander’ but to stand up to bullying by informing an adult immediately.
- Considering that a child who consistently bullies may well be a victim of bullying. Such children may need help and should be monitored also and any action taken in a timely manner.

Children are encouraged to be open and to share their concerns in a number of ways, such as through our pupil committees, accessing the learning mentor, by speaking to school buddies, or by speaking to any adult at home or member of staff in school.

### **Section 8- Drugs Education**

The aims of drugs education is:

- To enable young people to make responsible, healthy, informed choices about the role drugs might play in their lifestyle, by acquiring sound information, exploring attitudes and values and by developing effective decision-making and communication skills.
- To promote the self-esteem and sense of self-worth of every individual pupil irrespective of their academic abilities.
- To increase awareness and understanding of possible legal, social, economic and health consequences arising from the use and misuse of drugs.
- To enable pupils to identify sources of appropriate support.

These aims will be met through the programmes of study within the curriculum and particularly within science, PE, RE and PSHE, as well as through extra-curricular activities such as Crucial Crew in Year 6.

Our school PSHE programme of study includes a focus on drugs education. This programme of study is available to view on our school website.

Where anyone from outside the school contributes to the programme of work they will do so in accordance with this policy.

### **Good Practice**

The influence which adults, including teachers, non-teachers, parents and others can have on young people cannot be underestimated. Presenting young people with clear, unequivocal role models that are consistent with what we teach in schools is very helpful. Positive role models include:

- Not smoking on school premises, school transport or in the vicinity of the school perimeter; including e-cigarettes.
- Being alcohol free whilst caring for pupils either in or out of school on an activity for which the school is responsible.
- Ensuring that by reason of medication or other drug use we are not impaired in carrying out our responsibilities as parents, teachers or governors.

The support of all in promoting such role models is encouraged and welcomed.

### Dealing with Drug Related Incidents.

Whilst drug related issues have been non-existent in recent times within the Kildwick School Community, it is a responsible approach to have clear guidelines in place should a drugs related incident occur. Any drug related incident will be considered individually and in consultation with other relevant professionals (Child Protection, Police, School Nurse) with due regard to balancing the interests of any individual involved with those of the wider school community. Examples of responses to drug related incidents vary from a reprimand to being reported to the police, from being offered advice and support to being excluded from school. As the latter serves only to transfer problems not resolve them, exclusions will normally be a sanction reserved for use when other measures have failed.

In dealing with incidents the following will be taken into account:

- Confidentiality - Schools cannot offer total confidentiality to pupils but as far as is possible we will ensure that information provided is treated carefully and sensitively.
- Police contact - There is no legal obligation on a school to contact the police. However in any case of an alleged *supply of a controlled drug* the police will be informed. In other cases, the school will determine whether to involve the police. It is a matter for the police if further action follows. Police on school premises without either a parent knowing or being present will not normally interview pupils. In the event of them so doing then a senior member of the school staff will be present.
- Parents - Although there is no legal obligation on the school to inform parents if their son/daughter is involved in a drug related incident, the school will contact parents as soon as is reasonably practicable. We would expect to work with parents and the individual pupil to successfully resolve any problems. In such cases, staff should consult the Child Protection Policy for guidance if required.

**Drugs on premises / persons - If drugs, (excluding medicines) are found on premises or on individuals the drugs should be seized and secured by the teacher or other adult member of staff finding them. The incident should be reported to the Headteacher who will inform the police.**

### Section 9- Safe Use of the Internet

We understand that the internet, whilst being a fantastic learning resource, can also cause children harm if not used and regulated in the correct way. This harm is rarely physical and is therefore more difficult to detect by parents or other adults. It is important, therefore, that children are taught the dangers of using the internet and are given the means with which to report any message, image or activity on the internet that upsets them or makes them feel uncomfortable:

- An Internet Safety poster, which is appropriately worded to ensure that it is understood by all children, is placed in clear view of every computer and in every classroom for times when laptops are used. The children's attention is drawn to this poster, which contains guidelines that they must follow.
- The school's curriculum includes guidance and lessons in e-safety and children are given the opportunity to discuss such issues alongside a range of other personal safety issues as part of PSHCE lessons.
- The school's internet connection is subject to North Yorkshire County Council's filtering system which is regularly updated. Whilst this does not eradicate all inappropriate material, it significantly reduces the chance of stumbling upon inappropriate material whilst browsing. Staff are aware that this filtering system is not 'fail proof' and set up sessions within which the internet may be used accordingly to ensure adequate supervision.
- Children do not work on the internet without adult supervision. Where they are working independently within the classroom, only approved sites are used.