

## ASKWITH PRIMARY SCHOOL SAFEGUARDING POLICY

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
March 2017	March 2018	Mrs Lisa Longford	In DSLs absence Headteacher	Mrs Helen Barker

We believe that this policy relates to the following legislation:

- Children Act 1989
- Education Act 2002
- FGM Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2014)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

## **POLICY STATEMENT ON SAFEGUARDING CHILDREN**

Askwith Primary School recognises that all children have a right to protection from abuse. Askwith Primary School takes seriously its responsibility to protect and safeguard the welfare of children and young children. We will:

- Respond swiftly and appropriately to all suspicions or allegations of abuse, and provide parents and children with the opportunity to voice their concerns
- Have a system for dealing with concerns about possible abuse
- Maintain good links with statutory child care authorities.

### **THE POLICY**

Askwith Primary School recognises that many children and young people today are the victims of neglect, and physical, sexual and emotional abuse. This policy sets out agreed guidelines relating to responding to allegations of abuse, including those made against staff and volunteers. Askwith Primary School recognises the need to build constructive links with the child care agencies. These guidelines have been prepared in accordance with the North Yorkshire Safeguarding Children Board Procedures. They will be kept under review and be supported by appropriate training.

At Askwith Primary School we are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding and promoting the welfare of children is best defined as: 'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015))

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible
- experiencing good quality education opportunities
- living in a safe environment
- learning and working in a safe environment
- experiencing emotional well-being
- feeling loved and valued
- receiving support from a network of reliable and affectionate relationships
- learning to look after themselves
- coping with everyday living
- having a sense of identity and a positive image of themselves
- developing their confidence and their interpersonal skills

The policy applies to all staff and volunteers who act on behalf of Askwith Primary School and who come directly into contact with children. Every individual has a responsibility to inform the Safeguarding Lead (Lisa Longford) or the Headteacher of concerns relating to safeguarding children. The Safeguarding Lead (Lisa Longford) must decide if the concerns should be communicated to Children's Social Care or the police.

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate that a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

## **DEFINITIONS**

**Child/Young Person** Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody

in the secure estate, does not change his/her status or entitlements to services or protection.

### **Abuse**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

### **Physical Abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional Abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including Child Sexual Exploitation (CSE), which may not necessarily involve a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

We are aware that **sexual exploitation** 'can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

We are aware that female genital mutilation (FGM) is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out.

Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

### **Neglect**

Neglect 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 or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Awareness of Abuse and Neglect**

Askwith Primary School will provide all staff with adequate safeguarding training in order to carry out their role and responsibilities under this policy. Individuals within the organisation need to be alert to the potential abuse of children both within their families and also from other sources including abuse by members of staff and volunteers.

All members of Askwith Primary School should respond to any suspected or actual abuse of a child in accordance with these procedures.

It is good practice to be as open and honest as possible with parents/carers about any concerns; however, you must not discuss your concerns with parents/carers in the following circumstances:

- delay in sharing relevant information with an appropriate person or authority would increase the risk of harm to the child or young person
- asking for consent may increase the risk of harm to the child, young person, you or anyone else.

We have a duty to ensure school personnel have the **skills, knowledge and understanding** to keep looked after children safe and to be alert to the additional safeguarding challenges to children with special educational needs and disabilities.

### **What to do if children talk to you about abuse or neglect**

It is recognised that a child may seek you out to share information about abuse or neglect, or talk spontaneously to individuals or in groups. In these situations you must:

- Listen carefully to the child. DO NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information you have been given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Recordings must be kept secure and in accordance with correct safeguarding procedures.
- Use the child's own words where possible.
- Explain that you cannot promise not to speak to others about the information they have shared.

Reassure the child that:

- you are glad they have told you
- they have not done anything wrong
- what you are going to do next
- Explain that you will need to get help to keep the child safe
- Children should not be required to provide multiple accounts of events within the organisation

You must:

- Treat all children and young people with respect
- Ensure that, whenever possible, there is more than one adult present during activities with children and young people or at least that you are within sight or hearing of others
- Respect a young person's right to personal privacy
- Encourage young people and adults to be comfortable and caring enough to share information
- Recognise that caution is required when you are discussing sensitive issues with children or young people
- Operate within the correct safeguarding principles and guidance and any specific procedures
- Challenge unacceptable behaviour and report all allegations/suspensions of abuse.

You must not:

- Have inappropriate physical or verbal contact with children or young people
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/ make suggestive or derogatory remarks or gestures in front of children or young people
- Reach conclusions about others without checking facts
- Either exaggerate or trivialise safeguarding issues
- Show favouritism to any individual

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead (Lisa Longford).

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote children's welfare. Within this environment we work hard to build children's resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

Advice and support to protect children from the risk of radicalisation is provided for all school personnel by the Designated Safeguarding Lead (Lisa Longford) who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). All staff have completed online general awareness training provided by the Channel programme which provides support to those who have been identified as being vulnerable to being drawn into terrorism.

We are aware that privately fostered children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

### **What you should do if you suspect abuse**

You may become concerned about a child for a number of reasons, for example:

- They have not spoken to you or avoid speaking to you
- They are upset
- Because of your observations, or
- You are given information from another party about a child.

It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk to you. This practice can help clarify concerns and result in appropriate action.



If you are concerned about a child you must share your concerns. Initially you should talk to the Safeguarding Lead (Lisa Longford) or the Headteacher. You should make a note of your concerns and any actions agreed following your discussion with the Safeguarding Lead or their deputy.

### Recording Information

School staff and volunteers are asked to record any concern or incident in the following way:

<ul style="list-style-type: none"><li>▪ Date</li><li>▪ Time</li><li>▪ Place</li><li>▪ Nature of the concern</li></ul>	<ul style="list-style-type: none"><li>▪ All facts</li><li>▪ Observed injuries and bruises</li><li>▪ Note the actual words of the child</li><li>▪ Sign the notes and hand to the DSL</li></ul>
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### Informing parents

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have knowing that they will be taken seriously. It is good practice to be open and honest at the outset with the parents/carers about concerns, and the need for a referral.

All reasonable efforts should be made to inform parents/carers prior to discussing concerns with Children's Social Care; however, this should not be delayed if concerns cannot be discussed with the parents.

Where the child expresses a wish for his or her parents not to be informed, their views should be taken seriously and a judgement made based on the child's age and understanding, as to whether the child's wishes should be followed (see <http://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/>). .

### Consultation with Children's Social Care

Where concerns have been highlighted to the Safeguarding Lead (Lisa Longford), she will, where appropriate, contact the Customer Contact Screening Centre to discuss the concerns with Children's Social Care. Please see below for contact information.

You may also wish to consult with Children's Social Care in the following circumstances:

- When you have been unable to contact the Safeguarding Lead or the Headteacher and you believe the child is at risk of harm
- When you remain unsure after internal consultation as to whether safeguarding concerns exist

- When there is disagreement as to whether safeguarding concerns exist, or
- When the concerns relate to any member of the organising committee

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Social Services or the Police should progress.

### **Making a Referral to Children's Social Care**

In order to make a referral to Children's Social Care, the Customer Contact Screening Centre should be contacted in the first instance. This will usually be by the Safeguarding Lead (Lisa Longford). The Customer Contact Centre can be contacted by the following methods:

#### **During Office Hours**

By Phone: 01609 780780

Email: [social.care@northyorks.gov.uk](mailto:social.care@northyorks.gov.uk)

#### **Outside Office Hours**

Emergency Duty Team (for evenings, weekends and bank holidays): 01609 780780

### **Confirmation of Referral**

A written confirmation of the referral must be completed and submitted **within 24 hours**. This will normally be completed by the Safeguarding Lead (Lisa Longford). Where possible, North Yorkshire CYPS request that you use their "Referral Form to Children's Social Care or Disabled Children's Service" to ensure that all relevant information is provided to ensure that the referral can be progressed as effectively as possible.

When contacting the Customer Service Centre the staff should:

- Clearly identify themselves, their agency/relationship with the child(ren) and family,
- Give details of where they can be contacted.
- Provide as much relevant family information as possible and, clearly stating the name of the child, the parents/carers and any other children known to be in the household, the dates of birth and addresses and any previous addresses known
- Provide details of any special needs or communication needs of either the child or any family member
- State why they feel the child is suffering, or is likely to suffer, significant harm.
- Share their knowledge and involvement of the child(ren) and family

- Share their knowledge of any other agency involved
- Indicate the child's, parent's/carer's knowledge of the referral and their expectations
- Ensure they record within their agency files the concerns and action taken

### Contact Details

**North Yorkshire Customer Contact Screening Centre** 01609 780780  
 Social.care@northyorks.gov.uk

For advice please ask to speak to a Team Manager in the Customer Service Centre

**Emergency Duty Team** 01609 780780

**North Yorkshire Police** 101  
 (Ask for the Serious Crime Team in your area)

### Safeguarding / Designated Officers for Managing Allegations (LADOs)

Craven / Harrogate / Selby  
**Rosemary Cannell** Part-time 01609 534974 07715540723

**Susan Crawford** 01609 532152 07813 005161

### Area Prevention Managers

#### West

Craven	Caroline Porter	01609 532412
Ripon & Rural Harrogate	Jon Coates	01609 532323
Harrogate Town & Knares.	Rachel Copping	01609 533446

- Askwith Primary School believes that the safety of all children is paramount, as a result, all staff should be aware of the following:

#### Child Missing Education

We believe 'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.'  
 (Children Missing Education: statutory guidance for local authorities (DfE))

#### **Anti-Bullying**

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

#### **Anti-cyber Bullying**

We believe cyber bullying is the use of a mobile phone or the internet to deliberately upset another person. We have a responsibility to ensure that cyber bullying does not take place in this school by ensuring pupils, school personnel and parents understand what it is and how it can be prevented.

#### **Child Sexual Exploitation**

We believe child sexual exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status and is best defined as: involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from the social/economic and/or emotional vulnerability. (Safeguarding Children and Young People from Sexual Exploitation: supplementary guidance to Safeguard Children (DCSF))

#### **Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils**

We recognise that all school personnel are vulnerable to accusations of abuse because of their daily contact with children. We acknowledge that dealing with allegations against school personnel is a stressful, demanding, complex and delicate process for all involved. But we will ensure that all

allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation.

#### **Disclosure and Barring Service Checks**

We have a statutory duty of care to safeguarding the welfare of children and vulnerable adults and providing them with a safe learning environment. By undertaking checks via the Disclosure and Barring Service (DBS) for those people who are looking to work with children, we aim to prevent unsuitable people from working with children and vulnerable adults.

#### **Safer Recruitment**

We have a major duty to ensure safe recruitment of school personnel and volunteer helpers to this school as we are committed to safeguarding and promoting the welfare of all children. By creating a culture of safe recruitment that involves undertaking criminal record checks (DBS checks), barred list checks and prohibition checks plus obtaining references and other interview information for all prospective employees, we believe that this will help prevent, reject or identify those people who might abuse children.

We are committed in establishing and maintaining correct procedures and checks for **safer recruitment** for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We will ensure that all adults in the school community attends regular **awareness training** on a wide range of safeguarding topics and that the Designated Safeguarding Lead undertakes two-yearly training in their role.

We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on a child if this would put the child at risk of significant harm.

We recognise **whistle blowing** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:

- health and safety concerns

- damage to the school environment
- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrong doing
- the conduct of its personnel or others acting on behalf of the school.

#### **Photographic and Video Images**

We believe there is no law stopping parents from taking photographs of their children at school events as photographs taken purely for personal use are exempt from the Data Protection Act 1998.

#### **Prevent Duty - Dealing with Extremism and Radicalisation**

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

#### **School Personnel Code of Conduct**

We have a duty to safeguard and to promote the welfare of all pupils by protecting them from maltreatment, preventing impairment of their health or development, ensuring that they grow up in circumstances consistent with the provision of safe and effective care and to take appropriate action enabling them to have the best outcomes. We believe we have a duty to safeguard and to promote the welfare of pupils and to protect school personnel by creating a whole school culture that is safe and inclusive. We want to maintain a whole school culture by having in place the principles of respect, understanding rights and responsibilities, fairness, tolerance and understanding for all.

#### **Positive Handling (Restraint of Pupils)**

We understand that there is no legal definition when reasonable force can be used. 'That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour'. (Department for Education - Use of reasonable force)

#### **Internet Social Networking Websites**

We believe school based staff need to be aware that 'posting' anything on social networking sites about themselves, others or their place of work must be prepared for the possibility that anyone could gain access to it. This has been a major factor in identity theft. In terms of school personnel's use of social networking and the web, they must be careful what information is posted due to potential security risks. School personnel should use social networking sites wisely and cautiously and if absolutely necessary bearing in mind they should not jeopardise themselves, others or their place of work. The school will monitor its IT system for inappropriate usage and will take the necessary disciplinary measures if need be.

#### **Special Educational Needs**

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

#### **Privately Fostered**

We will inform a family of a child who we suspect is being privately fostered that it is their duty to inform the local authority of the private fostering arrangements.

#### **Looked after children**

We will ensure that school staff have the skills, knowledge and understanding necessary to keep looked after children safe and that the designated teacher for looked after children has the appropriate training. We will ensure that the appropriate staff have the information that they need in relation to a child's looked after legal status. All staff at Askwith Primary School will promote the educational achievement of children who are looked after.