Wigginton Primary School
Safeguarding and Child Protection Policy

DESIGNATED SAFEGUARDING LEAD – Paul Laycock
DEPUTY DESIGNATED SAFEGUARDING LEAD – Laura Blackmore
DESIGNATED GOVERNOR – Louise Battison (Chair of Governors)
If there is a risk of immediate serious harm to a child a referral must be made to Children's Social Care on 551900 straight away.
IF, AT ANY STAGE, A CHILD'S SITUATION DOES NOT APPEAR TO BE IMPROVING, THE REFERRER SHOULD PRESS FOR RE-CONSIDERATION.

Designated teacher for Looked After Children.
Katie Davies is the designated teacher for Looked After Children.

The school recognises that Looked After Children are particularly vulnerable to Child Protection issues. The school will liaise with the Head of the Virtual School regarding the progress of Looked After Children and those in kinship care.

Rationale

- 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.
- The most significant protection comes from the adults surrounding the child.
- All adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.
- Working in partnership with children and their parents, carers, and other agencies, is essential in promoting children's welfare.

Aims

- To promote a culture of respect within our school, creating a positive, supportive and secure environment in which pupils feel valued.
- To provide protection for the children of Wigginton Primary School.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child may be experiencing, or be at risk of, harm.
- To follow the Guidelines and Procedures of the City of York Safeguarding Partnership with a team of key professionals from the Local Authority, Clinical Commissioning Group and the police.)
- To work alongside other agencies and in partnership with them where appropriate.

The policy applies to all staff, including the Headteacher, Governing Body, paid staff, volunteers, agency staff, students, or anyone working or volunteering on behalf of Wigginton Primary School.

Objectives

- To have clear systems and procedures for Child Protection, which allow referrals to be made quickly and effectively.
- To identify and support all children who may be vulnerable and at risk.
- To train staff so that they know how to recognise the signs of abuse and to recognise that it could and does happen to anyone.
- To update staff and governor training annually as a minimum or more frequently if required
- To have a written Code of Conduct for staff and volunteers.
- To recruit staff and volunteers safely, in line with CYC Safer Recruitment procedures, ensuring all necessary checks are made.
- To share information about concerns with agencies who need to know, involving parents and children appropriately, maintaining confidentiality on a need-to-know basis.
- To provide effective management for staff and volunteers through supervision, support and training.

Definitions

Safeguarding

Wigginton Primary School adopts the definition of safeguarding used in the Children's Act 2004, and in the government's guidance document 'Working Together to Safeguard Children 2018' (latest update July 2022), and 'Keeping Children Safe in Education 2026'. This can be summarised as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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

Child Protection

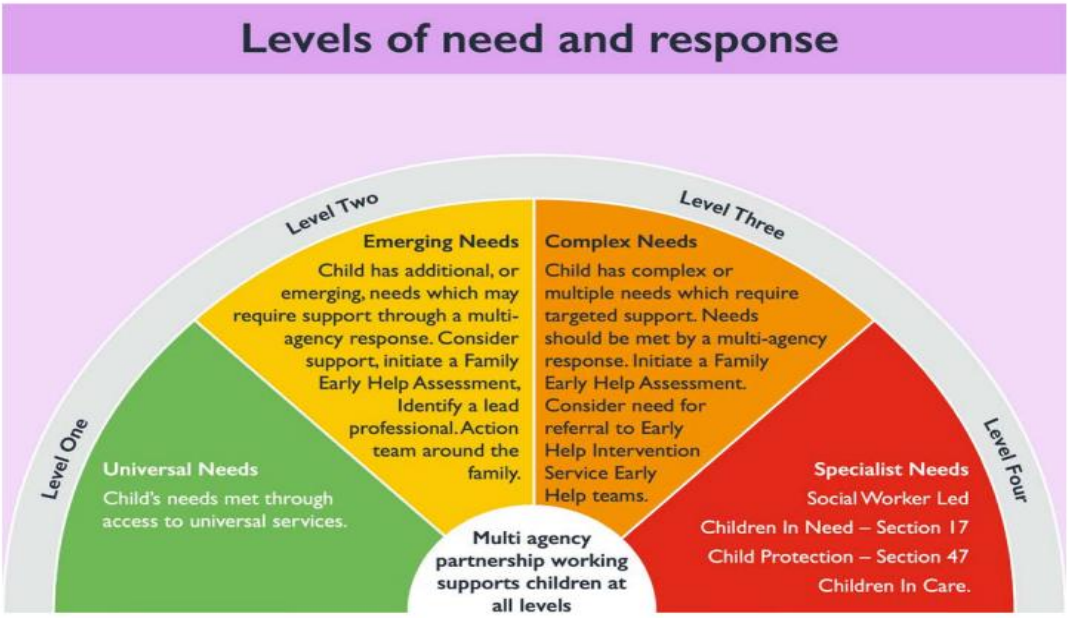
Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Everyone employed at our school has a responsibility in relation to Child Protection. In most cases, this will be the referral of concerns to the Designated Safeguarding Lead (DSL) or to a member of the Senior Leadership Team. 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.

In accordance with statutory guidance and the arrangements put in place by the three safeguarding partners (City of York Council, North Yorkshire Police, and the Humber and North Yorkshire Integrated Care Board), our organisation follows the locally agreed procedures for reporting and referring child protection concerns.

All concerns about a child's welfare, including suspected abuse or neglect, must be acted upon immediately. Staff and volunteers must not delay in seeking guidance or making a referral to ensure the child is safeguarded.

York's Local Referral Procedure
If there is an immediate risk of harm to a child, dial 999.
For all other safeguarding concerns:
Contact the Multi-Agency Safeguarding Hub (MASH) at:
Phone: 01904 551900
Out of hours: 0300 131 2131
Email: childrenandfamilies.mash@york.gov.uk
Complete a Safeguarding Children Referral Form (available through the Safer Children York website) and submit it via secure email.
Record the concern and action taken in line with internal recording procedures and notify your Designated Safeguarding Lead (DSL) immediately.
The DSL is responsible for ensuring that the concern is escalated appropriately and that outcomes are followed up.



Referral Pathways and Guidance
We follow the local threshold guidance and escalation policy, as set out by the City of York Safeguarding Children Partnership. These documents provide essential information on:
Levels of need – as identified above
When to make a referral to children's social care
How to escalate concerns if there is disagreement between professionals
All staff and volunteers must be familiar with the procedures outlined by the partnership, available at:
Safer Children York – Policies and Procedures
This includes:
York Threshold Document
Referral Guidance

Escalation Policy
It is our responsibility to ensure that all referrals are made promptly, are well-documented, and follow the principles of information sharing and child-centred practice. You can also report child abuse to your local council: https://www.gov.uk/report-child-abuse-to-local-council

Schools are expected to work with, and support different agencies to enable the most appropriate form of intervention to take place.

Early Help
All staff should be prepared to identify children who may benefit from Early Help. Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of problems getting worse. In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, act as the lead professional themselves. Early Help is a vital component of safeguarding in York and is designed to provide timely and effective support to children and families before problems escalate. It aligns with the principles of the Supporting Families Programme and promotes a collaborative, strengths-based approach across all agencies.

In York, Early Help is delivered in accordance with the procedures set out by the City of York Safeguarding Children Partnership. Full guidance is available on the Early Help page of the Safer Children York website.

Key Elements of the Early Help Process

Early Identification and Assessment
Any professional working with children, young people, or families can identify the need for early support. When appropriate, they should complete an Early Help Assessment (EHA) using a holistic and child-centred approach. This assessment is led by a designated Lead Practitioner, who works in partnership with the family to identify strengths, challenges, and support needs. Guidance on assessments is available via the City of York Threshold Document and the York Children's Services Procedures Manual.

Team Around the Child/Family (TAF)
Where multiple services are involved, the Lead Practitioner coordinates a TAF meeting. This multi-agency forum develops a clear, shared action plan and ensures coordinated delivery of services. The Supporting Families Team is available to offer advice and input if challenges arise in progressing the plan.

Consent, Information Sharing, and Record-Keeping
Consent from parents or carers is a requirement for initiating Early Help support (unless there are overriding safeguarding concerns). All practitioners must follow York's multi-agency Information Sharing Protocol and ensure accurate record-keeping. Assessments and plans should be shared securely and updated regularly.

Referral

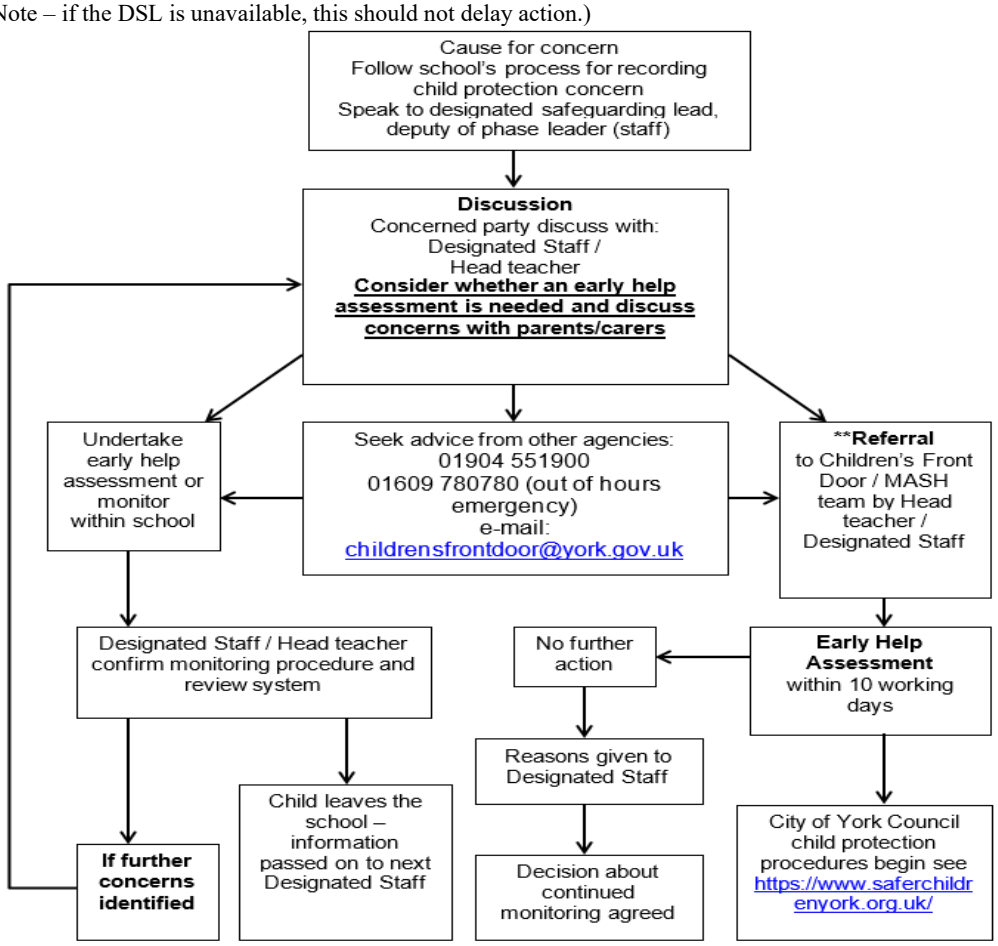
If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority should make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.
When positive outcomes have been achieved, families can exit Early Help with a clear plan for sustaining progress. If the situation deteriorates or there are new safeguarding concerns, practitioners must follow the local escalation process and consider a referral to the Multi-Agency Safeguarding Hub (MASH), in line with Section 17 or Section 47 of the Children Act 1989.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action.)



The different categories of 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. They may see, hear or experience its effects.

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
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
This 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. 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.

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.

Appendix 2 gives details on recognising the signs of abuse.

Specific safeguarding issues

There are a number of expert and professional organisations that can advise on specific issues.

Child Missing From Education

Attendance is closely monitored and reviewed half termly for all pupils, with all parents contacted when attendance falls below 90%. The Local Authority will be contacted re any concerns about absence, specifically when any child has an un-notified absence of 10 or more consecutive days, or when a child is going to be deleted from the school admission register. Parents are contacted on the first day of absence.

Child-on-Child Abuse (including sexual harassment and sexual violence)

All staff should be aware that children can abuse other children (sometimes referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyber-bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth-produced sexual imagery); and
- initiation/hazing type violence and rituals.

Children Absent from Education

Children absent from education with unexplainable and/or persistent absences from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. Staff have a statutory duty to report any acts of FGM to the police.

Radicalisation and Prevent

Schools must have due regard for the need to prevent people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and other forms of extremism. There is no single way of identifying an individual who is

likely to be susceptible to an extremist ideology; specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. In particular, staff need to ensure children are safe from terrorist or extreme material when accessing the Internet. In this school, our network is subject to the LA filtering and monitoring processes, and pupils are taught about online safety as part of the curriculum each half-term.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of additional help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme.

'Honour based' abuse

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called 'honour-based' abuse are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL.

Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to Children's Social Care where a child is being harmed or at risk of harm.

Children going missing from home

Children who are missing from home have a higher risk of serious harm. Operation Endeavour is in place to ensure schools are aware of any child missing from home. Its purpose is: "To safeguard children and young people who are at risk of harm from going missing by ensuring appropriate services are made aware of an incident at the earliest possible opportunity."

Schools will be contacted within 24 hours if a child is missing from home. This will enable more support for the pupil and families (including siblings) and ensure close partnership working. School will always make contact with home on the day a child does not attend school if a reason has not been provided.

Domestic Abuse
The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL or deputy-DSL) in school before the child or children arrive at school the following day. This ensures that the school has up-to-date, relevant information about the child's circumstances and can coordinate immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures.

Child Criminal Exploitation and County Lines criminal activity
Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes. For the purpose of this policy, "County Lines criminal activity" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in serious violent crime or County Lines include the following:

- Persistently going missing or being found out of their usual area;
- Unexplained acquisition of money, gifts, clothes or mobile phones;
- Excessive receipt of texts or phone calls;
- Relationships with controlling or older individuals or groups;
- Leaving home without explanation;
- Evidence of physical injury or assault that cannot be explained;
- Carrying weapons;
- Sudden decline in school results;
- Becoming isolated from peers or social networks;
- Self-harm or significant changes in mental state;
- Parental reports of concern.

Sharing Nudes and Semi-Nudes - staff responsibilities when responding to an incident

If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth-produced sexual imagery'), they must report it to the DSL immediately.

They must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL);
- Delete the image(s) or ask the pupil to delete it;
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility);
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers;
- Say or do anything to blame or shame any young people involved.

DSL Responsibilities

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s);
- If a referral needs to be made to the police and/or children's social care;
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed);
- What further information is required to decide on the best response;
- Whether the image(s) has been shared widely and via what services and/or platforms, (this may be unknown);
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services;
- Any relevant facts about the pupils involved which would influence risk assessment;
- If there is a need to contact another school, college, setting or individual;
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult;
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example, owing to Special Educational Needs);
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- The imagery involves sexual acts and any pupil in the images or videos is under 13;
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Private fostering

Private fostering is where a child lives with those who are not family members for 28 days or more. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Designated Safeguarding Lead for Child Protection

The Headteacher is the Designated Safeguarding Lead. In their absence, the Deputy Headteacher will act as the lead. It is the responsibility of the designated safeguarding lead to:

Manage referrals:

- of suspected abuse to the local authority children's social care;
- of concerns re radicalisation to the Channel programme;
- to the Disclosure and Barring service where a person is dismissed or left due to risk/harm to a child;
- to the Police where a crime may have been committed;
- and support staff who make referrals.

Work with others

- Liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Ensure online safety filtering and monitoring systems are in place – see *The Governing Body*. (Refer to D f E Guidance Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk))

U**ndertake training**

- The DSL and deputy should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The DSL should undertake Prevent awareness training.

In addition, their knowledge and skills should be regularly refreshed, at least annually (this might be via e-bulletins, meeting other DSLs, or reading and digesting safeguarding developments) at regular intervals, as required, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention;
- Have a working knowledge of how Local Authorities conduct a Child Protection case conference and a Child Protection review conference and be able to attend and contribute to these effectively when required to do so;

- Ensure each member of staff has access to and understands the school's Child Protection policy and procedures, especially new and part-time staff;
- Are alert to the specific needs of Children in Need, those with Special Educational Needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

- The DSL should ensure the school's child protection policies are known, understood and used appropriately;

- Ensure the school's Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;

- Ensure the Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and

- Link with the local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest policies

Where children leave the school, they will ensure the pupil's Child Protection file is transferred to the new school or college within five days. This should be transferred separately from the main pupil file, ensuring secure transit and signed confirmation of receipt should be obtained.

Availability

During term time, the DSL (or deputy) should always be available for staff to discuss any safeguarding concerns.

The Governing Body

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Child Protection policy together with a Staff Code of Conduct;
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- The school has procedures for dealing with safeguarding concerns and allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned;

- A senior leader has Designated Safeguarding Lead responsibility;
- On appointment, the DSLs undertake inter-agency training and also undertake DSL 'new-to-role' and an 'update' course every two years;
- All other staff have safeguarding training, updated as appropriate and at least annually;
- Any weaknesses in Child Protection are remedied immediately;
- A member of the Governing Body is nominated as Child Protection Lead;
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website and from the school office;
- The Governing Body considers how children may be taught about safeguarding;
- The Governing Body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.
- The Governing Body should consider the number and age range of children, those who are potentially at greater risk of harm, and how often they access the IT system.

The school's current filtering system is managed by City of York Council and their IT contact is Leigh Farrow (leigh.farrow@york.gov.uk):

City of York Council schools Internet provision currently utilises the Smoothwall filtering solution. This is a comprehensive filtering platform using dynamic and group based filtering including new requirements around child safety/anti-radicalisation. It is designed to protect schools and academies from inappropriate on-line content, as well as meeting or exceeding the current compliance and recommended safeguarding children legislation. Detailed alerts and reporting are configured to alert the Authority help-desk of an incident at a school, enabling a fast response to ensure children's safety.

Designated Governor for Child Protection

It is the designated governor's responsibility to:

- Take over Child Protection responsibilities in the absence of the Designated Safeguarding Lead(s);
- Be a point of contact to all staff on Child Protection issues;
- Liaise with the Designated Safeguarding Lead(s) on Child Protection issues, including the regular review of this policy;
- Liaise with the LA on Child Protection issues and, in the event of a safeguarding concern or allegation of abuse made against the Headteacher, work alongside the appropriate bodies.

Teaching Staff and Support Staff

All school staff should be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss Early Help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an Early Help Assessment.

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 (Appendix 3) in the supply teachers pack provided.

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 DSL and apply the procedures detailed below for responding to a suspected case.

Training
This will be provided for all staff, governors and volunteers, in order for them to understand their safeguarding responsibilities, thus enabling them to be skilled and confident. A register is kept of all training.

- All staff complete online training annually, alternating online safeguarding training and Prevent training.
- The Designated Safeguarding Lead and the Deputy Headteacher attend additional in-depth training every two years.
- The Governing Body is regularly informed about the number (but not names or details) of children on the Child Protection Register. They are also responsible for considering training needs and reviewing this policy. The Governing Body follows LA policy in relation to safeguarding concerns or allegations against staff and any resulting disciplinary procedures.
- Governors complete online training upon induction and then annually (Child Protection/Prevent), keeping their own record of training.

School Procedures for Child Protection

Pupils
All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Pupils are reminded at least each half term how they can speak with members of staff about any concerns or worries. They are also told how they can use a Worry Box, or equivalent, if they would rather write concerns down, or they can email staff through the school gmail accounts.

Staff
Any member of staff who:
- has suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play, or when the explanation given appears inconsistent with the injury;
- notes behaviours or actions, which give rise to suspicions that a child may have suffered abuse (may include worrying drawings or play);
- is concerned that a child may be suffering from lack of care, ill treatment, or emotional maltreatment;
- has concerns that a child is presenting any signs or symptoms consistent with suspicion of child abuse or neglect;
- notes significant changes in a child's presentation otherwise unexplained;

- receives hints or a disclosure of abuse from the child, another pupil, parent or member of the public;
- becomes aware that a Schedule 1 offender has moved into a household with children present or otherwise in a situation where that person may be posing a risk to children;

must immediately report this to the designated safeguarding lead

In the meantime, they should:

- Listen to the pupil, keeping calm and offering reassurance;
- Observe bruises but not ask a child to remove or adjust their clothing to observe them;
- If a disclosure is made, the child should lead the discussion. Do not press for details by asking questions like 'what did they do next?';
- Listen – don't investigate using questions such as "Is there anything else you'd like to tell me?";
- Accept what the pupil says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them;
- Don't lay blame or criticise either the child or the perpetrator;
- Don't promise confidentiality - explain that they have done the right thing and who you will need to tell and why;
- At the earliest convenience, you will be asked to write down your concerns, sign and date them for the Designated Safeguarding Lead to keep as evidence;
- In the absence of the DSL, the matter should be brought to the attention of the deputy designated person (the Deputy Head) or designated governor;
- **If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately** (numbers given in appendix 1). Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made;
- Seeking advice is an essential part of working together and should be encouraged at all times.

Any member of staff also has the right, if they feel that this is necessary, to raise concerns directly with Children's Services themselves.

Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- Follow-up the referral using the critical incident sheet as a basis for consideration before action;
- Make additional records of discussions and any investigation that takes place;
- Make a decision whether to continue to monitor the situation or take the referral further, referring to the guidance ("*Interagency Procedure for Responding to Child Safeguarding Concerns*") provided by City of York Safeguarding Partnership. This decision should be communicated to the individual making the referral along with the rationale for any decision;
- The Designated Safeguarding Lead can consult with the Children's Services Referral and Assessment Manager or a duty social worker for support and advice about how to proceed;

- The Designated Safeguarding Lead decides, based on the Safeguarding Partnership Guidelines and Procedures (and, if necessary, after consultation as above) whether to talk to parents/carers. Good Child Protection practice rests within a climate of openness and honesty. Parents will, in general and where possible, be spoken to unless to do so may place the child at risk of significant harm, impede any police investigation or place the member of staff or others at risk. However, an inability to contact the parents will not result in any undue delay in making a referral. The Designated Safeguarding Lead will make it clear that they are following LA and Safeguarding Partnership Guidelines and Procedures and acting on their statutory duty;
- The Designated Safeguarding Lead will decide whether to make a formal referral to Children's Services and follow this up in writing, within 48 hours, using the standard referral form;
- Consideration should also be made for other family members, including support for siblings.

Action following Child Protection Referral

- The DSL will make regular contact with Children's Social Care to provide any necessary information, to ensure that information is up-to-date and that there is clarity around the actions that both Children's Social Care and the school will take;
- The DSL or other appropriate member of staff will, wherever possible, contribute to the strategy discussion;
- The DSL or other appropriate member of staff will attend, contribute to, and provide a report for, any subsequent Child in Need meeting or Child Protection Conference. This will include expressing a professional view, based on the information shared as to whether the child or children who is/are the subject of the Conference should become the subject of a Child Protection Plan on the grounds that they appear to be at risk of continuing significant harm;
- If the child or children become the subject of a Child Protection Plan, the school will contribute to the Child Protection Plan, attend Core Group Meetings and Review Child Protection Case Conferences;
- All reports written will, wherever possible, be shared with parents prior to meetings. If there is doubt regarding sharing certain information, this will be discussed with the LA's Children's Multi-Agency Safeguarding Hub (01904 551900).
- Where the DSL disagrees with a decision made by Children's Social Care e.g. not to apply Child Protection Procedures or not to convene a Child Protection Case Conference, the matter will be discussed with the LA's Multi-Agency Safeguarding Hub (01904 551900) and together they will agree how to proceed.

Procedures for monitoring, recording and reporting

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given be recorded verbatim where possible and note made of location and description of injuries seen. The designated teacher has agreed the following system of monitoring and review with staff.

At the time

Brief notes at the time or immediately after will help you to complete the critical incident sheet (Appendix 5) when you are able. You should note:

- date and time of disclosure/incident observed;

- place and context of disclosure/concern;
- facts you need to report.

When you can
Complete a critical incident sheet which is available from the Headteacher's office/on the school network (Safeguarding Folder). This should then be passed to the DSL and should also be logged on Integris as 'Safeguarding concern' under Behaviour.

Remember to keep to factual information and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency. Any decisions made should be recorded and the rationale behind those decisions. Good practice also includes following up on the decisions to consider the outcome.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher/DSL. The Act (1998) provides that Child Protection records be exempt from disclosure where this would not be in the best interests of the child. These records will be transferred to any future school the child moves to.

In addition, an 'Initial Concern' file is kept in the Headteacher's office (forms on the school network - Safeguarding Folder) in which small concerns (e.g. small or isolated incidents or behaviour which seem out of character) are reported. These records will be retained by the Headteacher as possible evidence for any developing or future concerns (Appendix 6). This should also be logged on Integris as 'Safeguarding concern' under 'Behaviour'.

Supporting the child
- The school will support the child and work together with other agencies involved with the family;
- Children will be given a proper explanation (appropriate to their age and understanding) of what action is being taken on their behalf and why. We maintain a secure, caring, supportive and protective relationship with the child;
- The DSL respects the dignity and right to confidentiality of the child when deciding which members of staff will be informed, and how much information will be shared with those who "need to know";
- Should the child's situation appear not to improve then the staff concerned will press for reconsideration;
- Children placed on the Child Protection register will require additional support and monitoring. Children's Services will inform a school receiving a child on the register and accompanying records should follow from the child's previous school.

Supporting staff
Safeguarding children entails making difficult and professional judgements and decisions. All staff and volunteers are given access to advice and support, from peers or managers.

Concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding Child Protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Wider safeguarding issues – also see Appendix 2.

Mental Health
All staff should be aware that 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their Child Protection policy and speaking to the DSL or deputy.

SEND
All staff are aware that children with SEND are more susceptible to being victims of child abuse. Some children may be vulnerable because they:

- have additional communication needs;
- they do not understand that what is happening to them is abuse;
- need intimate care or are isolated from others;
- are dependent on adults for care.

Additional and personalised support is provided depending on the needs of each child. taught

Alternative Provision
When a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. School will visit any settings and seek a letter of assurance before a pupil starts and will ensure attendance is monitored throughout. AP placements will be reviewed at least half termly to ensure children are attending, their needs are met and the setting is safe, with the potential that the placement is ended if any concerns are not addressed.

Bullying
Our school policy on anti-bullying is set out in a separate document. We recognise that bullying may lead to consideration under Child Protection procedures. This includes all forms e.g. cyber-, racist, homophobic and gender-related bullying. Children with SEND are more susceptible to bullying. Pupils are regularly given various routes to voice their

concerns, including more personalised provision where appropriate. We keep a record of all bullying incidents.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as Child Protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same Child Protection procedures.

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Pupils are regularly given a variety of routes to report concerns.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to Physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Self-harm

If it comes to the attention of a teacher/member of staff that a child is self-harming, they should alert the DSL for Child Protection. Actions by the DSL might include:

- Contacting parents;
- Contacting the School Wellbeing Worker;
- Contacting Child Adolescent Mental Health Services;
- Contacting Children's Services if the child meets the referral criteria.

How to respond to safeguarding concerns or allegations of abuse against a member of staff or volunteer (including groups using premises)

When an allegation or concern is made against a member of school staff, relating to the person's conduct towards a child, the following process must be followed:

- The allegation or concern must immediately be reported to the Headteacher;
- If the allegation or concern relates to the Headteacher, the matter must be reported to the Chair of Governors or Designated Child Protection Governor;
- The Headteacher (or Governor) on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO);

- The school will follow the LA procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given, exceptionally, as a result of a consultation with the LADO;
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO in making this decision;
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as above.

All staff must fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test/allegations threshold. Examples of such behaviour include:

- Being over familiar with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- Humiliating pupils

Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (e.g., community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

Employers have a duty of care to their employees. We will provide support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation or safeguarding concern.

Confidentiality

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. 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 DSL and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the Child Protection Register is kept separately in a folder in a secure cabinet.

Discretion should be used when talking about the personal, and changing circumstances of children e.g. when a child goes into care. Care is particularly necessary after attending Child Protection meetings. Information received should be treated sensitively and discretion will be needed as issues emerge on a formal and informal basis.

Supporting vulnerable or 'at risk' children

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 school has a trained ELSA (Emotional Literacy Support Assistant) who works with vulnerable children.

Children who are 'looked after' have their own support programme (Personal Education Plan) which will be drawn up in discussion with Children's Services, the class teacher, foster carers and the child themselves. This PEP will be reviewed termly and quality assured by the Virtual School.

Support in school – pastoral care

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

Talking to parents/carers

In the majority of cases, it is good practice to be open and honest at the outset with the parents/carers about concerns, the need for a referral, and information sharing between agencies.

Parents' and children's need for privacy should be respected - consider this carefully before initiating conversations. 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 will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document.

A referral would not be delayed if we are unable to discuss the concern with the parents. Where a 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 overridden.

We would not discuss concerns with parents/carers before making a referral, in the following circumstances:

- Where discussion would put a child at risk of significant harm;
- Where discussion would impede a police investigation or social work enquiry;
- Where sexual abuse is suspected;
- Where organised or multiple abuse is suspected;
- Where the fabrication of an illness is suspected;.
- Where to contact parents/carers would place you or others at risk;
- Where it is not possible to contact parents/carers without causing undue delay in making the referral.

In such cases, advice would be sought from Children and Family Services and/or the police.

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, behaviour and culture of everyone who works for or has contact with our school. Therefore, safeguarding should be viewed as more than a document.

At Wigginton Primary School, there are a range of additional policies, practices and procedures which contribute to developing an arena of safety and promote the welfare of pupils. These are summarised below (see Appendix 7 for a full list)

Risk assessment

The health and safety of pupils and staff is of paramount importance. The school follows the Local Authority procedures and has a comprehensive Health and Safety policy, supported by risk assessments of all key activities or potential problems. Staff are trained in key roles and we have a range of monitoring procedures.

School Security

Wigginton Primary School takes site security very seriously and requires all site users to adhere to the rules which govern it:

- Access to the school premises is strictly via the main entrance between the hours of 9:05am and 2:55pm. All other gates are secured;
- Visitors must only enter through the main entrance and, after signing in at the office, they should be given a visitors badge on entry;
- Children will only be allowed home with adults with parental responsibility or confirmed permission;
- Children should never be allowed to leave school alone during school hours but must be collected by an adult;
- Should a child leave the school premises without permission, staff have been informed never to chase after a child, but rather to report immediately to the Headteacher who will immediately inform the police and then parents;

- Children are clear about the boundaries at playtimes and lunchtimes, where they can and cannot go, and are supervised at all times.

Online-safety

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

We have a separate Online-safety policy in which we have established a Code of Conduct on Internet use that is accepted by parents, pupils, teachers and governors. If teachers know of misuse, either by an adult or child, the issue should be reported to the Headteacher without delay. As DSL, the Headteacher has overall responsibility for internet safety.

Our connectivity provider, Vital York, ensure that all online safety is fully managed with on-site and cloud web filtering to protect students and staff, which meets legislation. In addition, advanced online and offline monitoring detects risks before they become real-life incidents. More information can be found here:
https://www.vitalyork.com/our-services/internet-connectivity/

Safer recruitment

All staff that are appointed to work at Wigginton Primary School are recruited in line with the Local Authority procedures. The school notes its responsibility to ensure that the Disclosure and Barring Service is provided with relevant information so that individuals who pose a threat to children can be identified and barred from working with them. A Prohibition Check will be made on all staff involved in teaching work. A Single Central Record of recruitment and vetting checks (DBS, identity, overseas & qualifications) covering all adults who have regular contact with children is maintained. Recruitment processes will make clear the school's commitment to safeguarding and promoting the welfare of children and will adhere to the government flowchart (see Appendix 8). This will include ensuring that all relevant personnel are subject to enhanced Disclosure and Barring Service clearance, which checks barred lists administered by the Disclosure and Barring Service. Full application forms must be completed for any recruitment; CVs will not be accepted. Online checks may also be made for shortlisted candidates.

Staff, trainees, volunteers and contracted persons who have not been checked in this manner will not be allowed unsupervised access to children. Senior staff will be trained in Safer Recruitment practices.

Governors
All Governors will have an advanced DBS certificate.

Induction of Volunteers
The school requires all volunteers to have an enhanced DBS certificate. Those working with Reception aged pupils will also comply with the Disclosure and Barring Service Regulations. The School Administrator organises this. Visitors who do not yet have clearance will under no circumstance 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 as set out and confirmed by the City of York Council. For all other visitors, letters of assurance will be sought or DBS certificates checked.

Attendance at School
Some absence, whether single days, unexplainable, part of a pattern or persistent, is an indicator of wider needs. All absence is checked on the day of absence, and any concerns are raised with the Headteacher. Attendance concerns will be addressed as part of termly attendance monitoring. Where appropriate, staff will refer pupils to the Headteacher and other agencies. For children who are absent from education, school must work with children's services where school absence indicates safeguarding Concerns. 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. Our Attendance policy gives further detail.

Children going missing from an education setting
Where children are at risk or on the Child Protection Register and leave our school for another, the DSL informs the receiving school and the key worker at the social care department. If the child leaves the school with no receiving school, details are passed to the Education Access Team/Principal Education Social Worker.

Race Equality
We prepare our children for living in 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 PSHE 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 recorded and reported to the Local Authority.

Physical intervention
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.

There may be occasions where physical intervention may be required to prevent a child harming themselves or others. We have clear guidance on the use of Physical Intervention outlined in our Behaviour Policy.

Taking images and video of children
Children have a right to privacy and to be safeguarded from the inappropriate use of images and video. All parents are asked for their consent for photographs and videos. Photos and videos made in school will only be used to record evidence of pupils' work and activities within the school. 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.

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 incident is logged in the accident book;
- A note 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 poorly, they are sent to the school's designated person responsible for First Aid (Ms A. Hustwick /other identified First Aider in their absence). They make an assessment of the child and decide on what action to take. At lunchtime, this is the responsibility of Ms A. Hustwick and the member of the SLT on duty. Should staff ever need to do so provide significant first aid, they will be directed to sources, both formal and informal, of support. There will also be the opportunity for a whole-staff debrief at the next appropriate moment.

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 Headteacher. 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.

Meeting the needs of pupils with medical conditions
Most pupils with medical conditions don't need to take their medicine or treatment during the school day. For pupils who do, procedures are outlined in the Administration of Medicines 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.

Intimate care
Children with intimate care needs will be treated with dignity. For some children, this will be part of their care plan and parents/carers will be closely involved in the drawing up of that plan and the procedures outlined in that plan. Staff are aware that children with disabilities can also be increasingly vulnerable to abuse. More information can be found in the Intimate Care policy. For unexpected/occasional incidents, staff will always seek guidance from the Headteacher or Deputy and parents will be contacted wherever possible.

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 PSHE 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 Personal, Social and Health Education discusses relevant issues with the children. The curriculum reflects the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2026). Topics include such themes as Mental Health, Drugs, Relationships and Sex, Online Safety and Stranger Danger. Children are encouraged to explore and discuss these issues: staff should be alert to the fact that some children will have very different experiences and may find content 'sensitive' within their own histories. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. Staff must be alert to ascertaining when mental health issues become a safeguarding concern. Mental Health training is provided for all staff.

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, Design and Technology and Internet safety in Computing. At all times, there is an appropriate staffing level 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 they can give specialist knowledge to the children.

At Wigginton School, we have an Anti-Bullying policy which has been drawn up and reviewed in consultation with the pupils. It is regularly reinforced through PSHE and assemblies, and children are clear that bullying in any form is not tolerated in our school.

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, environmental awareness and as a base for creative and interesting subject curriculum work.

The school adheres to the City of York Guidelines for Educational Visits. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher and the Local Authority, where appropriate, using Evolve.

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. The school has a Whistleblowing Policy.

Review process
This procedure will be done annually. Checks will be made for changes in guidance and legislation. The review will also include consideration of the effectiveness of the procedures based on experience.

Further Information

More detailed information is available on the City of York Safeguarding Partnership website www.saferchildrenyork.org.uk

This policy has been agreed by the Governors and is reviewed annually.

Signed _____ *(Chair of Governors)*

Signed _____ *(Headteacher)*

Date September 2026