



SAFEGUARDING – CHILD PROTECTION POLICY

- *This page left intentionally blank* -

Keeping Children Safe in Education September 2018.

Full guidance for the document “*Keeping Children Safe in Education*” can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

A 28 page summary for school staff can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping_children_safe_in_education_part_1_Sept_2018.pdf

This School Safeguarding-Child Protection Policy also links to:

- Behaviour and Discipline Policy – inclusive of the use of reasonable force.
- Staff Behaviour Policy (Code of Conduct) Sunderland’s Guidance for Safer Working Practices for Adults who work with Young People.
- Whistleblowing Policy.
- Allegations against staff information.
- Safer Recruitment Policy.
- Special Education Needs and Disability (SEND) Policy,
- Looked After Children Policy.
- Intimate Care Policy.
- Managing Medication Policy (Level 3) and Administration of medicines-medication guidelines.
- Health & Safety Policy.
- Attendance Policy.
- Educational Visits Policy including Risk Assessments.
- Anti-bullying/Cyber bullying Policies, E-Safety, including staff use of mobile phones
- Learning and Teaching Policy
- Curriculum, PSHE - Drug Education, Sex and Relationships Education.
- Single Equality Scheme
- Peer on Peer Abuse Policy

In Albany Village Primary School key members of staff are as follows

Designated Safeguarding Lead	:	Mrs C Brown
Deputy Safeguarding Lead	:	Mr R Dutton
Deputy Safeguarding Lead	:	Miss J Mitcheson
Deputy Safeguard Lead	:	Mrs K Holmes
Link/Nominated Governor	:	Mr G Yarrow

Purpose and Aim

Albany Village Primary School's whole-school Safeguarding-Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Albany Village Primary School creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within Albany Village Primary School to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils, parents and visitors to share this commitment and understanding.

Introduction

At Albany Village Primary School we fully recognise the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Albany Village Primary School's Safeguarding-Child Protection policy:

1. **Prevention.** Ensuring a positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Protection. Following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Mrs Brown or Deputy Designated Safeguarding Leads (Mr Dutton or Miss Mitcheson) or the Integrated Contact and Referral Team (CSN 0191 520 5560) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted. Northumbria Police's **PREVENT** Team who are based in Special Branch can be emailed at specialbranch@northumbria.pnn.police.uk or by telephoning the Prevent Team in Special Branch on : 101 (ext. 63854)

2. **Reconsideration.** Following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.
3. **Support.** Support for pupils and school staff and to children who maybe vulnerable due to their individual circumstances.

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

- has returned home to their family from care
- is a privately fostered child

(KCSIE 2018)

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2018 pages 87 and 88. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2018 Annex A, include

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- Preventing Radicalisation
- Peer on Peer Abuse
- Sexual Violence and Sexual Harassment
- Additional advice and support

(KCSIE 2018)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 4 OF THIS POLICY

In the event of any of the above issues being recognized, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to Albany Village Primary School's whole workforce.

Framework and Legislation

No schools operate in isolation. Keeping Children Safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Board (to be replaced by the Safeguarding Partner arrangements), which includes the partnership of several agencies who work with Children and families across the City.

Albany Village Primary School is committed to keeping children safe and safeguarding all children in accordance with Sunderland Safeguarding Children Board procedures www.safeguardingchildrensunderland.com (to be replaced by the Safeguarding Partner arrangements), and partner agencies in all cases here there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the Impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2018 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimization); 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. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Albany Village Primary School have a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police in the stated incidents above). They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Albany Village Primary school's recording and information sharing policy/procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child, an adult or staff member in school directly to the Designated Safeguarding Lead/Head Teacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure that they have (1st July 2015 for schools that under the Counter Terrorism and Security Act, April 2015) 'Due regard' To Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.

- Ensure that they understand through online safety training the additional risks for pupils online and continue to promote the School's E-Safety and Social Media Policies in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It is clear in the school's Acceptable & Responsible Use Internet Policy Including Cyber Bullying of the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Albany Village Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

In Albany Village Primary School the Governing Body has appointed from our SLT Mrs C Brown to be our Designated Safeguarding Lead. This person has the overall responsibility for Safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2018). See *Appendix 1 : Albany Village Primary School's DSL Role Profile*

Role of the Designated Safeguarding Lead

(Taken from Keeping Children Safe in Education, 2018: Annex B)

At Albany Village Primary School we have appointed the following Deputy Designated Leads who are part of the safeguarding team:-

Deputy Safeguarding Lead	:	Mr R Dutton
Deputy Safeguarding Lead	:	Miss J Mitcheson
Deputy Safeguard Lead	:	Mrs K Holmes

These individuals are trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate LEAD RESPONSIBILITY for safeguarding and child protection will not be delegated and remains with the Designated Safeguarding Lead – Mrs C Brown, Head Teacher.

In the event that the DSLs cannot be contacted staff will seek advice from Mrs G Wears, School Business Manager.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable staff will seek immediate support via the Integrated Contact and Referral Team (0191 561 7007).

The broad areas of responsibility for the DSLs are identified here:-

Manage Referrals

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Support staff who make referrals to the Integrated Contact and Referral Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners.
- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer through Together for Children, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

- Act as a source of support, advice and expertise for all staff on matters of safety and safeguarding.

Undertake Training

The Designated Safeguarding Lead and any deputies receive appropriate training which is updated every two years. They undertake Prevent Awareness Training and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 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 or college'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.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school..

- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Leads also ensure the school's policies are known and understood and used appropriately:

- Ensure the school's Safeguarding-Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Safeguarding-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 or college in this.
- Link with the Sunderland Safeguarding Children Board (to be replaced by the Safeguarding Partner arrangements) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave Albany Village Primary School the school ensures their child protection file is transferred appropriately to any new school as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system or personal hand-over of files between DSLs.
- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or a Deputy) will always be available during school hours for staff in the school to discuss any safeguarding concerns.
- The Designated Safeguarding Lead (or Deputy) would also be available via telephone or other such mediums in exceptional circumstances at any time.
- The Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

In addition, our Safeguarding provider recommends as best practice, which is followed by the school, that the Designated Safeguarding Leads:

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Safeguarding-Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA/Together for Children of any pupil to be deleted from school admission register and follow missing from education protocols

- Inform the LA/Together for Children of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

Governing Bodies Role and Responsibilities

In Albany Village Primary School Mr G Yarrow has been appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead information demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

At Albany Village Primary School the lead Governor for safeguarding is Mr G Yarrow.

The role of Lead Governor for safeguarding is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead documents demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes from Local Safeguarding Children Board's to Safeguarding Partner arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

The role of the Chair of Governors within Safeguarding is to:

- Ensure that they liaise with Together for Children operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher or member of the Governing Body of Albany Village Primary School.
- Ensure that in the event of allegations of abuse being made against the Head Teacher allegations should be reported directly to the Designated Officer (DO), Danielle Rose 0191 5613901 or email at: Lado@sunderland.gov.uk. Therefore ensuring effective whistleblowing procedures are in place.

- Ensure that the appointed member of the Governing Body for Safeguarding holds the Head Teacher to account on all matters involving safeguarding through an effective Safeguarding-Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Together for Children virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

At Albany Village Primary School the Chair of Governors is Mr S Tate.

At Albany Village Primary School the Designated Teacher for Looked After Children is Mrs C Brown, Head Teacher.

Information for Parents

At Albany Village Primary School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Board procedures (to be replaced by Safeguarding Partner arrangements) and inform the Integrated Contact and Referral Team or Police of their concern. Contact can be made by telephoning 0191 520 5560 for new concerns or 0191 561 7047 for existing concerns.

Procedures

The Designated Safeguarding Lead Mrs Brown (or Deputy DSLs Mr Dutton or Miss Mitcheson) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working together 2018 defines the categories of harm as:

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.

Neglect

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

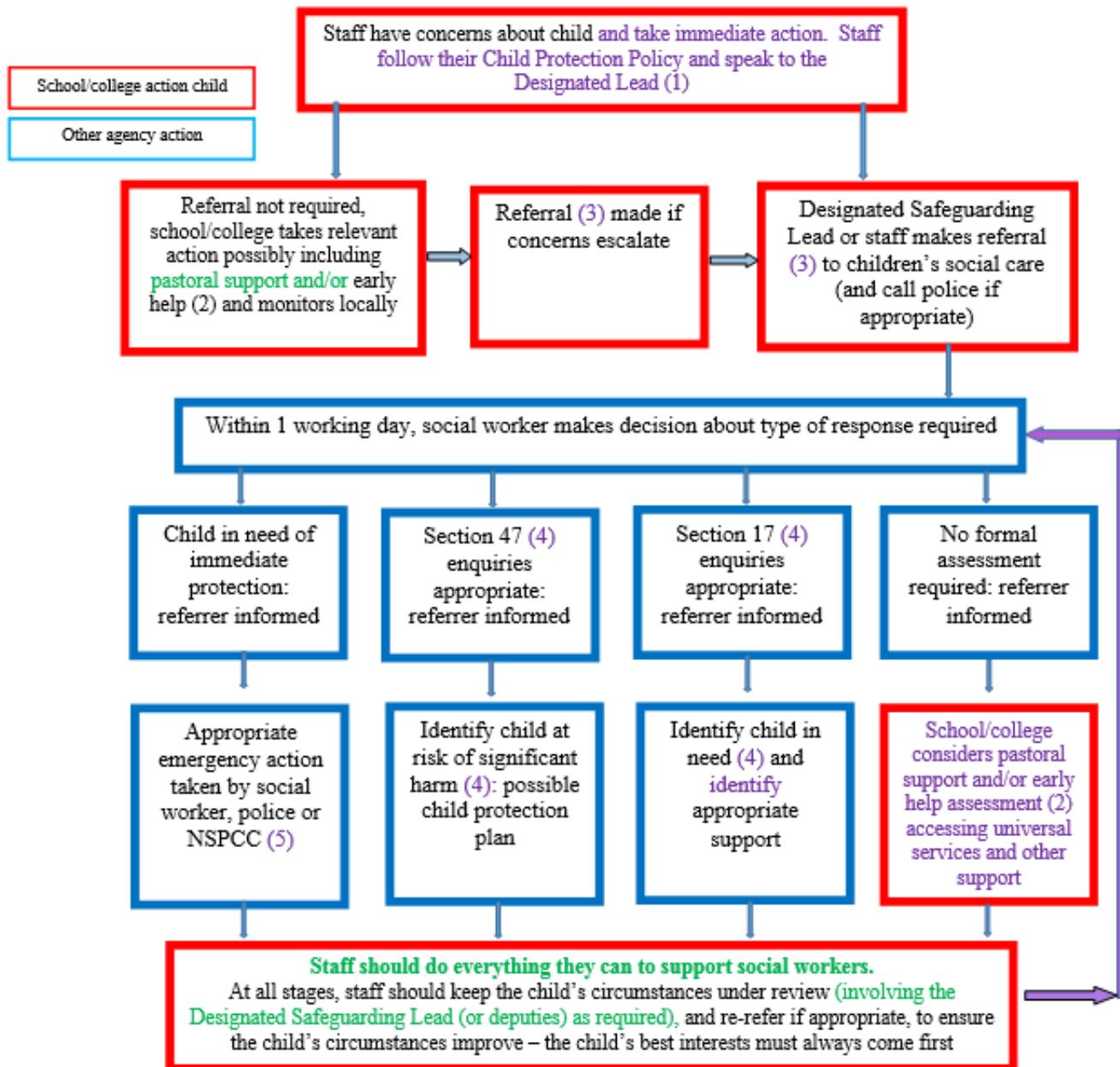
Emotional Abuse

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.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Head Teacher will be kept informed at all times. In Albany Village Primary School the Designated Safeguarding Lead is also the Head Teacher so information is held at the most senior level in school.

Actions where there are concerns about a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2018
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

Safe Schools/Safe Staff

Governors have agreed and ratified policies, procedures, processes or systems which must be read and considered in conjunction with this Safeguarding-Child Protection Policy:

- staff behaviour (code of conduct) policy
- 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 allegations of abuse against staff and volunteers and to make a referral to the DO if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned. The DO is currently Danielle Rose who can be contacted on 0191 561 3901.
- a Senior Leader has Designated Safeguarding Lead responsibility
- on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
- all other staff have Safeguarding training updated as appropriate but annually as a minimum
- the Chair of the Governing Body has been nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher
- Safeguarding-Child Protection policies and procedures are reviewed annually and that the Safeguarding-Child Protection policy is available on the school website.
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
- enhanced DBS checks are in place for the full Governing Body as their role of a member of the Governing Body. If a Governor takes part in regulated activity, they will undergo an enhanced DBS check including the barred list check.

All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with and a copy of the Safeguarding-Child Protection Policy.

All members of staff are trained in and receive regular updates regarding e-safety including use of social media and how to report concerns

All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse. Further guidance is available in school and from the DSLs in school which outlines possible signs and indicators of abuse including Forced Marriage and Female Genital Mutilation (FGM).

All members of staff, volunteers, and governors are conversant with school policies on how to respond to a pupil who discloses abuse.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding – Safeguarding-Child Protection Policy, and reference to it in our Welcome Pack. **See Appendix 2.**

Our Lettings Policy seeks to ensure the suitability of adults working with children on school sites at any time. Community users organising activities for children are aware of the school's child protection guidelines and procedures.

We will ensure that child protection concerns or allegations against adults working in the school are referred to the DO¹ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)² for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Our procedures will be regularly reviewed and up-dated.

The name of the Designated Safeguarding Leads are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. **See Appendix 3.**

All new members of staff will be given a copy of our safeguarding statement, and Safeguarding-Child Protection policy, with the DSLs' names clearly displayed, as part of their induction into the school. The policy is available on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website

Governors have agreed and ratified the following policies which must be read in conjunction with this policy:

Whistle Blowing/Confidential Reporting

Albany Village Primary school's Whistle Blowing Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints/Allegation Management Towards or with a Child or Adult

A safeguarding complaint involving a member of staff must be reported to the Head Teacher immediately. Where there are concerns about the Head Teacher this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head Teacher, allegations should be reported directly to the designated officer at the Local Authority. Staff may consider discussing any concerns with the school's deputy designated safeguarding lead and make any referral via them. (KCSIE 2018 : Pg12)

¹ DO, Designated Officer for allegations against staff.

² Contact the DO for guidance in any case

Safeguarding – Child Protection Policy

Reviewed:- September 2018

Ratified by: S Tate 1.10.2018

Next Review:- September 2019

Consultation without delay with the Designated Officer – Danielle Rose tel: 0191 561 3901 will determine what action follows. A multi agency strategy meeting may be arranged to look at the complaint in its widest context, the Head Teacher/ senior member of school staff must attend this meeting, which will be arranged by the DO. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure. www.safeguardingchildrensunderland.com

Training and Support

All staff members are made aware of systems within school which support safeguarding and these are explained to them as part of staff induction into school to ensure they can discharge their responsibilities effectively. This includes: the school's Safeguarding - Child Protection Policy; the school's Staff Behaviour Policy; Safer Working Practice document and the names of the Designated Safeguarding Lead and the deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body decide the frequency and content of this CPD. At Albany Village Primary School our whole school training is held annually usually in the summer term during an INSET day. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings, internal CPD and termly Safeguarding Newsletters as required. Staff receive training annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Albany Village Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. (See Chapter 1 of the Sunderland Safeguarding Children Board (SSCB) Safeguarding Children Procedures / to be replaced by Safeguarding Partner arrangements) www.safeguardingchildrensunderland.com

Records and Monitoring

Well-kept records are essential to good Safeguarding practice. Albany Village Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff follow the schools information sharing and recording policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018..

Safeguarding recording with Albany Village Primary School has subscribed to the management system CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

“CPOMS is a revolutionary software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school’s existing safeguarding processes, CPOMS is an intuitive system to help with the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much much more. Using CPOMS, schools can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration.

*Every member of staff across school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports for **Case Conference Meetings, Governors and Ofsted** at the touch of a button”*

Attendance at Safeguarding Conferences

In the event of Albany Village Primary School being invited to attend Child Protection Conferences, the Designated Safeguarding Lead will represent the school to provide information relevant to Child Protection Conference (Initial/Review). In the event that this staff member cannot attend, the following trained members of staff may attend Mr Dutton, Miss Mitcheson or Mrs Holmes Deputy Designated Safeguarding Leads.

Supporting Children

At Albany Village Primary School we recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Albany Village Primary School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Sunderland Safeguarding Board, Northumbria Police and Operation Encompass Lead Diane Stockdale with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil’s homes.

Albany Village Primary School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer abuse policy for detailed information.

Therefore, Albany Village Primary School will endeavour to support all its pupils through:

- The curriculum, to encourage self-esteem, self-motivation, self- protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Albany Village Primary School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff will give consideration to children who are subject to a statement of special needs, an Education Health Care Plan or have a medical condition as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

Albany Village Primary School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school. These include:

- **Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2018 and Working Together 2018.
- Schools Human Resources manual or policies and procedures as adopted from Sunderland LA.
- **Staff Behaviour Policy/Code of Conduct Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People** in Education Settings, October 2015. The school ensures that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour & Discipline Policy – inclusive of the Use of Reasonable Force/Positive Handling and confiscating and searching.** All staff are trained in the 'Team Teach' approach which aims to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.
- **Anti-Bullying Policy/Cyber/Online Bullying.**
- **E-Safety & Social Media Policies** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school setting).

- **Special Educational Needs & Disability (SEND) Policy**
- **The Schools Off Site Educational Visits Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer Abuse Policy** - While it is recommended that Peer on Peer abuse is part of the Safeguarding-Child Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse we have completed a separate policy to cover this area.
- **Photographic and Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy and Procedures** with trained staff who manage this.
- **Pupils with Medical Conditions Policy** and implications for the workforce, pupils and partnership with parents.
- **Attendance Policy**- school management for attendance and the partnership with the LA /Together for Children in reporting children missing from education and those deleted from the schools admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Children Missing from Education Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked after Children Policy** inclusive of named LA teacher whose role is to champion the achievement of LAC in school and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher Together for Children who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- **Unaccompanied travel to and from school procedure** to ensure pupils safety.
- **Single Equality Scheme.**

- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East). Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2018, this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

It has been informed by the following legislation and national & local guidance

It has been informed by the following legislation and national & local guidance

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

CP Referral Form

<https://togetherforchildren.org.uk/professionals/integrated-contact-referral-team>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Early help Referral Form

www.togetherforchildren.org.uk/professionals/early-help

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Sunderland Safeguarding Children Board Procedures

www.safeguardingchildrensunderland.com

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by Albany Village Primary School at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the Governing Body signed/dated by both the Head Teacher and Chair.

Whole-School Policy: **Safeguarding-Child Protection**

Children and Young People

School : Albany Village Primary School.

Academic Year	Designated Safeguarding Lead	Deputy/Deputies	Nominated Governor
2014 - 2015	Mrs C Brown	Miss C Williams Mr R Dutton	Mr G Yarrow
2015 - 2016	Mrs C Brown	Miss C Williams Mr R Dutton Miss J Mitcheson	Mr G Yarrow
2016 - 2017	Mrs C Brown	Miss C Williams Mr R Dutton Miss J Mitcheson	Mr G Yarrow
2017 - 2018	Mrs C Brown	Mr R Dutton Miss J Mitcheson	Mr G Yarrow
2018 - 2019	Mrs C Brown	Mr R Dutton Miss J Mitcheson Mrs K Holmes	Mr G Yarrow

Review Date	Changes made	Ratification Date by Governing Body
5th September 2014	New policy developed and in place to reflect the changes in legislation linked to “Keeping Children Safe in Education April 2014.”	October 2014
5th September 2015	Policy reviewed and developed and in place to reflect the changes in legislation linked to “Keeping Children Safe in Education July 2015.”	3.10.15
4 October 2016	Policy reviewed and developed and in place to reflect the changes in legislation linked to “Keeping Children Safe in Education September 2016.”	October 2016
10 October 2017	Policy reviewed and developed to reflect any changes in legislation and ensure a continued robust approach to keeping Children Safe in Education September 2016.	November 2017

5 September 2018	Policy reviewed and developed to reflect any changes in legislation and ensure a continued robust approach to keeping Children Safe in Education September 2018.	01.10.2018

Appendix 1 : Designated Safeguarding Lead - Role Profile at Albany Village Primary School

- To have a sound knowledge of, and to respond in accordance with, SSCB Safeguarding Children Procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Head Teacher is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Make referrals of all cases of suspected child abuse to the Integrated Contact and Referral Team
- Make referrals to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Make referrals to the police (cases where a crime may have been committed)
- Liaise with other agencies and co-ordinate the **most appropriate school representative** to attend/contribute at child protection meetings.
- Monitor the transfer of pupils, alerting the Local Authority Attendance Team of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensure child protection files are copied and the copied files transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25th birthday.
- Be able to keep detailed accurate secure written records of referrals/concerns.

- Receive appropriate training every 2 years to:
- Understand the assessment process for providing early help and intervention.
- Have working knowledge of CP conferences and reviews be able to attend and effectively contribute.
- Ensure whole workforce understands the Safeguarding-Child Protection policy in practice and their new role within this.
- Attendance at safeguarding lead termly briefings/or alternative CPD.
- Ensure all staff have induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Safeguarding-Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying, including Peer on Peer abuse among pupils, is in place.
- Ensure the Safeguarding-Child Protection Policy is updated and revised annually and work with Governing Bodies regarding this.
- Ensure whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in your school.
- Ensure the Safeguarding-Child Protection policy is publicised on the school website. The policy alerts parents/carers to the fact that referrals about suspected abuse or neglect may be made and the school's role in this.

Appendix 2



Safeguarding Statement

Parents should be aware that the school would take any reasonable action to ensure the safety of all its pupils.

In cases where the school has reason to be concerned that a child may be subject to significant harm, ill treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Children Board) Child.

The Designated Lead for Safeguarding at Albany Village Primary School is:

Mrs C Brown – Head Teacher

The Deputy Designated Leads for Safeguarding at Albany Village Primary School are:

Mr R Dutton – Teacher

Miss J Mitcheson – Deputy Head Teacher

Mrs K Holmes – Admin Assistant

The Lead Governor for Safeguarding at Albany Village Primary School is:

Mr G Yarrow

Access to the school's Safeguarding-Child Protection Policy can be found via the school's website at:-

www.albanyvillageprimary.org.uk

or, upon request, printed copies can be made available.

Appendix 3



“Keeping Children Safe in Education.”

A full copy of this document is available in the staffroom.

The link to this document is also available on the school website.

SAFEGUARDING INFORMATION

A copy of the Threshold guidance is available in the staffroom.

If staff suspect that a child may be a victim of abuse, they should not try to investigate, but should immediately inform the Designated Safeguarding Lead, Head Teacher Mrs C Brown or in her absence the Deputy Designated Safeguarding Lead Mr Dutton or Miss Mitcheson about their concerns. Abuse can be of a physical, sexual, or emotional nature. It can also be the result of neglect. If staff suspect the child may be a victim of forced marriage, or female genital mutilation, sexual exploitation or radicalisation this must be reported.

Staff must not keep to themselves any information about abuse which a child gives them; they are required by law to pass this information on.

Designated Safeguarding Lead is Mrs C Brown.

Deputy Designated Safeguarding Lead is Mr R Dutton.

Deputy Designated Safeguarding Lead is Miss J Mitcheson.

Deputy Designated Safeguarding Lead is Mrs K Holmes

Link Governor for Safeguarding is Mr G Yarrow.

Appendix 4

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	<u>What to do if you're worried a child is being abused</u>	DfE Advice
	<u>Domestic abuse: Various Information/Guidance</u>	Home Office
	<u>Faith based abuse: National Action Plan</u>	DfE Advice
	<u>Relationship Abuse: Disrespect Nobody</u>	Home Office Website
Bullying	<u>Preventing bullying, including cyberbullying</u>	DfE Advice
Children and the courts	<u>Advice for 5-11 year olds witnesses in criminal courts</u>	MoJ Advice
	<u>Advice for 12-17 year olds witnesses in criminal courts</u>	MoJ Advice
Children missing from education, home or care	<u>Children missing education</u>	DfE Statutory Guidance
	<u>Child missing from home or care</u>	DfE Statutory Guidance
	<u>Children and adults missing strategy</u>	Home Office Strategy
Children with family members in prison	<u>National information centre on Children of Offenders</u>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	<u>County Lines: Criminal exploitation of children and vulnerable adults</u>	Home Office Guidance
	<u>Child sexual exploitation: Guide for practitioners</u>	DfE Guidance
	<u>Trafficking: Safeguarding children</u>	DfE & HO Guidance
Drugs	<u>Drugs: Advice for schools</u>	DfE & ACPO Advice
	<u>Drug strategy 2017</u>	Home Office Strategy
	<u>Information and advice on drugs</u>	Talk to Frank Website
	<u>ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention</u>	Website developed by Mentor UK
'Honour Based Violence' (so called)	<u>Female genital mutilation: Information and resources</u>	Home Office
	<u>Female genital mutilation: Multi agency statutory guidance</u>	DfE, DH and HO Statutory Guidance
	<u>Forced marriage: Information and practice guidelines</u>	Foreign Commonwealth Office and Home Office
Health and Well-being	<u>Fabricated or induced illness: Safeguarding children</u>	DfE, DH and Home Office
	<u>Rise Above: Free PSHE resources on health, wellbeing and resilience</u>	Public Health England

		Resources
	<u>Medical conditions: Supporting pupils at school</u>	DfE Statutory Guidance
	<u>Mental health and behaviour</u>	DfE Advice
Homelessness	<u>Homelessness: How local authorities should exercise their functions</u>	HCLG
Online	<u>Sexting: Responding to incidents and safeguarding children</u>	UK Council for Child Internet Safety
Private Fostering	<u>https://www.gov.uk/government/publications/children-act-1989-private-fostering</u>	DfE Statutory Guidance
Radicalisation	<u>Prevent duty guidance</u>	Home Office Guidance
	<u>Prevent duty advice for schools</u>	DfE Advice
	<u>Educate against hate website</u>	DfE & Home Office
Violence	<u>Gangs and youth violence: For schools and colleges</u>	Home Office Advice
	<u>Ending violence against women and girls 2016-2020 strategy</u>	Home Office Strategy
	<u>Violence against women and girls: National statement of expectations for victims</u>	Home Office Guidance
	<u>Sexual violence and sexual harassment between children in schools and colleges</u>	DfE Advice
	<u>Serious violence strategy</u>	Home Office Strategy