



CASTLETOWN PRIMARY SCHOOL



Child Protection Policy

Purpose and aim

Castletown Community Primary School's whole-school safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that Safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff within our school are committed to keeping children safe by safeguarding and promoting the welfare of pupils 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

Castletown Primary School fully recognises the contribution it can make to safeguard the children and support the pupils in its care. There are four main elements to our school's safeguarding policy:

1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models, the identification of early and additional support/services to children and families as well as recognising and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage)
2. **Protection** (following agreed procedures, ensuring all staff are trained and supported to 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 Mrs Joan Lumsdon, the Designated Lead or Mrs Julie Stevens, the Deputy Designated Lead or the Integrated Contact and Referral Team (CSN 0191 5205560) 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)
3. **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)
4. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances)

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 need, additional need or harm can be found within the Keeping Children Safe in Education, 2016 or in a school policy.

These areas include:

- Bullying including Cyber Bullying
- Children Missing from Education (KCSIE 2016- Annex A)
- Child Sexual Exploitation (KCSIE – 2016 Annex A)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Female genital mutilation KCSIE 2016 Annex A
- Gangs and youth violence
- Gender based violence
- Hate
- Mental Health

- Missing children and adult strategy
- Private fostering
- Preventing radicalisation (KCSIE 2016 Annex A)
- Relationship abuse
- Sexting
- Trafficking
- Peer on peer abuse

In the event of any of these issues being recognised, information should be shared directly with the Designated 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 Castletown Primary School's whole workforce.

Framework and Legislation

Schools do not 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 which includes the partnerships of several agencies who work with children and families across the city.

'Castletown Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection; Sunderland Safeguarding Children Board www.sunderlandscb.com and partner agencies in all cases where 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's Act 2002).

Local Authorities duty is to investigate (S47 of the Children Act 1989). Where a Local Authority is informed that a child who is living, or is found, in their area is either subject to an emergency protection order, Police protection or they have reasonable cause to suspect 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 Authority once a referral has been made.

KCSIE September 2016 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 2015 which applies to all schools, including maintained nurseries 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 all forms of maltreatment and abuse (including in addition to the four categories of harm, issues such as child sexual exploitation, honour based violence, inclusive of Female Genital Mutilation and forced marriage, preventing radicalisation and extremism, harassment, bullying and victimisation); 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 have a particularly important role as they are in a position to identify concerns early and 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 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 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 in writing adhering to our schools recording and sharing policy.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices 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 risk to the child.
- Ensure from the 1st July 2015 that under the Counter Terrorism and Security Act, April 2015 that the school has '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 staff understand through on line safety training the additional risks for pupils online and continue to promote the schools online safety policy. 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. In Castletown Primary School children are not allowed to bring any personal electronic devices into school. Where parents deem it necessary for a child to bring a mobile phone to school it must be handed in to the school office at the beginning of the school day and collected after school.
- 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 mobiles / devices whilst they are on school premises. This includes staff understanding and adherence to the Staff Behaviour Policy inclusive of the use of mobile phones and electronic devices.

Castletown 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

Castletown Primary School has appointed **Mrs Joan Lumsdon (Headteacher) 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.

At Castletown we have appointed **Mrs Julie Stevens (Deputy Headteacher) as our Deputy Designated Safeguarding Lead.** She is trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the DSL can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the DSL.

However, if there is an IMMEDIATE safeguarding concern and the DSL's are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191 5205560)

The DSL has a very detailed role (see below)

The broad areas of responsibility are identified here:

Managing Referrals

- Refer all cases of suspected abuse to the Integrated Contact and Referral Team
- Refer cases to the Disclosure and Barring Services (cases where a person is dismissed or left due to risk/harm to a child; and/or
- Refer to the police (cases where a crime may have been committed including sexual exploitation, radicalization (through the single point of contact for the channel panel), Female genital mutilation and forced marriage)
- Support staff who make referrals to the Integrated Contact and Referral team

Work with others

- Liaise with the HT or Principal to inform them of issues especially ongoing enquiries under section 47 of the children's act 1989 and police investigations
- As required, liaise with the case manager (HT, Principal or where the HT is the subject of the allegation, the chair of governors) and the Designated Officer through Together for Children, operating on behalf of the local authority for child protection concerns (all cases involving a member of staff)
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training carried out every two years. They should undertake prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals, 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 or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written or electronic records of concerns and referrals.
- Understand and support the school 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 radicalization.
- 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 lead should ensure the school or college's policies are known, understood and used appropriately:

- Ensure the school's or college'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 or proprietors 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 or college in this.
- Link with the local SSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt.

Availability

- During term time the DSL or DDSL should always be available (during school hours) for staff to discuss any safeguarding concerns.
- Whilst generally speaking the DSL or DDSL would be expected to be available in person, it is a matter for individual schools to consider whether availability via phone or skype is acceptable
- The DSL and school should arrange adequate and appropriate cover for any out of hours/out of term activities.

In addition it is recommended as best practice that DSL's:

- Ensure each member of staff has access to and understands all Safeguarding policies and the staff behavior policy especially new or part time staff who may work in different establishments.
- Be aware of all school excursions and clarify with the EVC 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 against pupils is in place
- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA of any pupil who fails to attend regularly or has been absent from school, without schools permission for a continuous period of 10 days or more.

Governing Bodies Role and Responsibilities

Best practice would advise that a safeguarding governor is appointed to support the DSL in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the safeguarding needs of the school.

Our governor with Safeguarding responsibilities is Mr. Gareth Phillips.

His role 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 governing body receives training to clarify their role in keeping children safe and to support their quality assurance of those statutory arrangements
- Ensure 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 Headteacher, the Principal of a college or proprietor or member of Governing Body of an independent school.
- Ensure that in the event of allegations of abuse being made against the Headteacher where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore ensuring effective whistle blowing procedures are in place.
- Ensure that the appointed member of the Governing Body holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by all the 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 contact (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 LA's virtual Headteacher and discuss how pupil premium funding for looked after children will be used.

Information for Parents

At Castletown 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 may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Sunderland Safeguarding Children Board Procedures and inform the Integrated Contact and Referral Team or Police of their concern.

Procedures

The Designated Safeguarding Lead, or DDSL, will be informed immediately by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances:

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

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to MASH if necessary. The Headteacher will be kept informed at all times.

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 2015 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 children

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 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

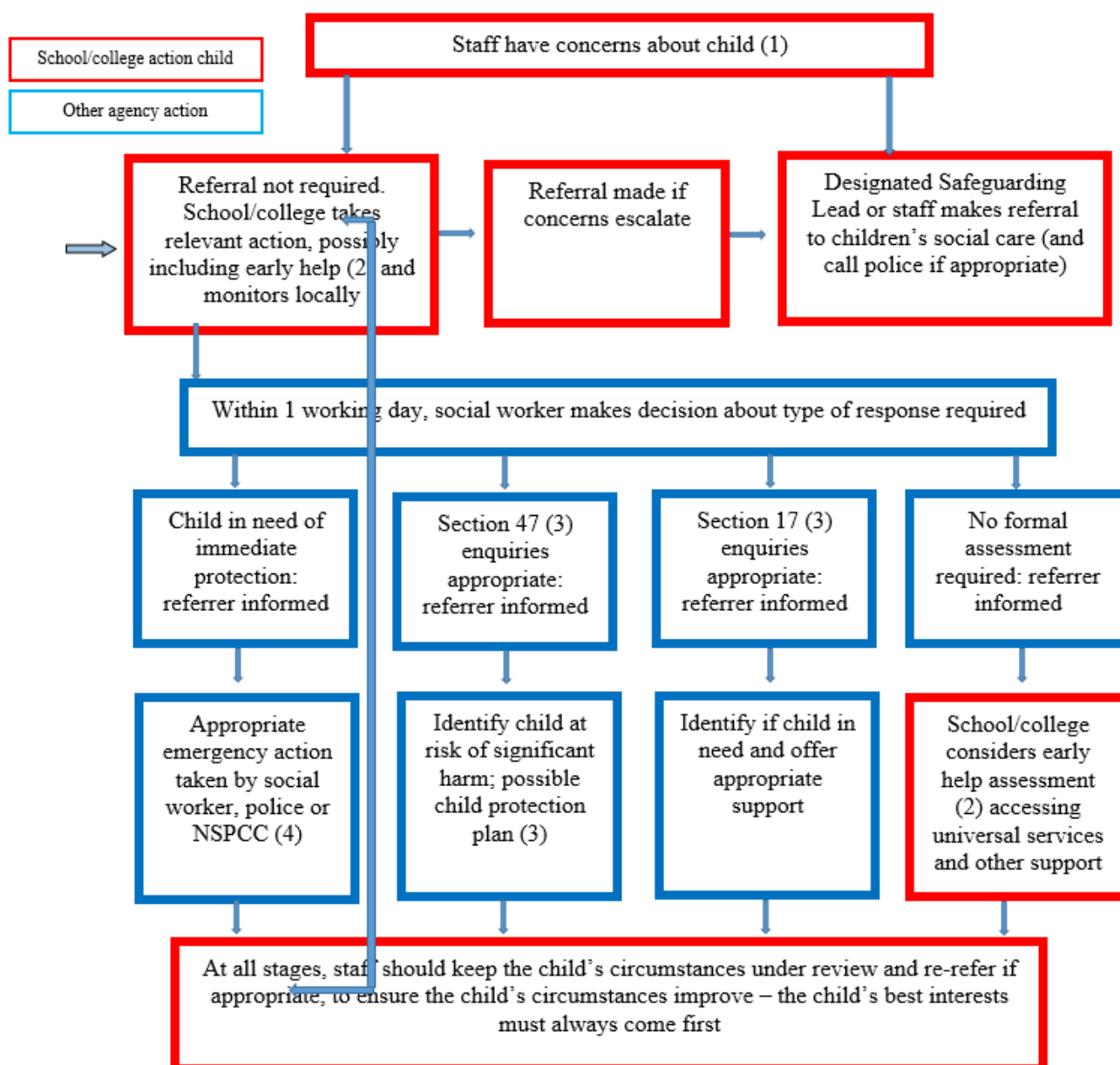
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may include physical contact, including assault by penetration (for example rape or oral sex) 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 acts, 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.

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 other people. 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 might include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the 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 hand written or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

Actions where there are concerns about the a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
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, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process
3. 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. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguarding Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy.

Whistle Blowing/Confidential Reporting

Castletown Primary School's Whistle Blowing/confidential reporting Policies 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 Headteacher immediately. Where there are concerns about the Headteacher or Principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE, 2016: pg 9)

Consultation without delay with the Designated Officer – Jane Groom 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 Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.sunderlandscb.com

Training and Support

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); safer working practice document and the names of the designated safeguarding lead and their cover or nominated deputy.

All staff members should also receive appropriate child protection training on an annual basis. In addition regular updates are provided at staff meetings during the year. The Governing Body in consultation with SSLB will decide the frequency and content of this CPD. In addition all staff members should receive annual safeguarding and child protection updates.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. Castletown 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 (www.sunderlandscb.com)).

Records and Monitoring

Well-kept records are essential to good Safeguarding practice. Castletown Primary School is clear about the need to record any concerns, discussions held and decisions taken about a child or children within its care.

Safeguarding recording within school is through a paper based system. Following a child leaving our school we follow the appropriate transfer guidelines.

From September 2017 Safeguarding recording will be done through secure electronic system, CPOMS. Staff have received training in the recording expectations and retention.

Attendance at Safeguarding Conferences

In the event of Castletown Primary School being invited to attend Child Protection Conferences, the Designated Safeguarding Lead or DDSL will represent the school and/or identified the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review). Using the pro-forma in Sunderland Safeguarding Children Board Procedures -which can be found at www.sunderlandscb.com.

Supporting Children

Castletown Primary School recognises 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. 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 our OE lead, Dianne Stockdale, with regards to DV incidents and offer well-being checks to our children if we are contacted following an incident which has occurred in one of our pupils' homes.

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.

Castletown 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 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.

Castletown 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 must 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 must not be dismissed.

Castletown 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.... (for example)

- **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 checks for teachers since 2013) 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 2016 and Working Together 2015.
- Staff Behaviour Policy (Code of Conduct) Safer recruitment consortium guidance for Safer Working Practices for those working with young people in educational establishments, Oct 2015. School will ensure 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 being 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
- **Anti-Bullying Policy/Cyber Bullying.**
- **On line safety policy**, inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school)
- **Peer on Peer abuse policy**
- **Inclusion & Special Education Needs Policy.**
- **The Schools Educational Visits/Off Site 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.
- **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 Needs Policy** and implications for your workforce pupils and partnership with parents.
- **Attendance Management policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the schools admission register.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and 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 your schools and work closely with the DSL and the virtual headteacher within the LA
- **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 (National Group of Education Leads for Safeguarding/Child Protection across the North West/East) Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local needs. In 2014, 2015, 2016 and 2017 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'. Approved by SSCB policy and procedure sub-group.

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

Education Act 2002 Section 175

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

Keeping Children Safe in Education 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_from_5th September 2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_from_5th_September_2016.pdf)

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Framework for the Assessment of Children and Families

<http://www.safeguardingchildren.co.uk/appendix-4.html>

Children Act 1989/2004

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

Working Together to Safeguard Children DOH (2015)

www.doh.gov.uk

Sunderland Safeguarding Children Board Procedures

www.sunderlandscb.com

Strengthening Families Referral Form

<http://www.sunderlandpartnership.org.uk/FamilyFocus.html>

CP Referral Form

http://www.sunderlandscb.com/reporting_concerns.html

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

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

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

Safeguarding Vulnerable Groups Act 2006

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

Freedom of Information Act 2000

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

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Next review: November 2018

Children and Young People

School...Castletown Primary School

Academic Year	Designated Safeguarding Lead	Named cover	Nominated Governor
2017/18	Mrs J Lumsdon	Mrs J Stevens	Mr G Phillips

Review Date	Changes made	Ratification Date by Governing Body
Sept 2017	Updated in accordance with new legislation	To be ratified November 2017 at termly meeting

Appendix 1:

Designated Safeguarding Lead (See Annex B, KCSIE 2016 pg 52 and 53)

- 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 Headteacher 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 MASH (Multi Agency Safeguarding Hub).
- 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 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 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 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 among pupils, is in place.
- Ensure the Child Protection Policy is updated and revised annually and work with Governing Bodies/proprietors 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 child protection policy is publicised on your school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.

This policy will be reviewed on an annual basis.