

Grangetown Primary School Child Protection Policy

Updated February 2025



1. Aims & Purpose

Grangetown Primary School's whole-school 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. The policy recognises that all forms of harm/abuse including extra familial harm can occur in all communities and contexts (home, school, online and in the local area) 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 Grangetown Primary School creates a safe space where children are supported, listened to and responded to effectively as well as 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 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 confidentially, sensitively and professionally and in ways that support the needs of the child's well-being.

The Governing Body and staff are committed within Grangetown Primary School to 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.

2. Introduction

Grangetown Primary School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to the school's child protection policy:

- i. **Prevention** by means of a 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 and recognising and reducing risks to children including harassment, bullying/cyber bullying and prejudice-based and discriminatory bullying, victimisation, sexual abuse (including sexual harassment/violence and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation (extremism, radicalisation and terrorism) and issues such as honour based abuse, Female Genital Mutilation and Forced Marriage.
- ii. **Protection** by 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 (Victoria Hanlon or Deputy DSLs Catherine Tose & Lesley Millican) or the Integrated Contact and Referral Team on 0191 5617007 directly if necessary. In certain specific cases such as Female Genital Mutilation (FGM), where reporting of cases became mandatory in October 2015, the specialist team within the police will be contacted. In cases of Forced Marriage, Radicalisation or Forced Marriage, contact will be made with the named

teams or Single Point of Contact (SPOC) within the police (e.g. the Forced Marriage Unit, Prevent or Channel Referral)

- iii. **Reconsideration** by 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
- iv. **Support** given to pupils and school staff and to children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes.

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 staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they had a statutory Education and Health Care Plan);
- Has a mental health need;
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Has experienced multiple suspensions, is at risk of being permanently excluded from school and in an Alternative Provision or a Pupil Referral Unit;
- Is misusing drugs or alcohol themselves;
- Has a parent or carer in custody, or is affected by parental offending;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Has a family member in prison or is affected by parental offending;
- 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 at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child;
- Is persistently absent from education, including persistent absences for part of the school day.

(KCSIE 2024)

All Staff have a responsibility to recognise child abuse, neglect and peer child on child abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how our school supports the following areas of need, 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 the Keeping Children Safe in Education 2024. This policy is to be read in conjunction with other school policies.

Broadly the areas taken from Keeping Children Safe in Education 2024, Annex B include:

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

- County Lines
- Children in the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Homelessness
- So called “Honour Based Abuse” inclusive of Female Genital Mutilation (FGM) and Forced Marriage
- FGM
- FGM mandatory reporting duty for teachers
- Forced Marriage
- Preventing Radicalisation
- The Prevent duty
- Channel
- Child on Child Abuse
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Serious Violence
- The response to a report of sexual violence or sexual harassment
- Additional advice and support

(KCSIE 2024)

In the event of any of the above issues being recognised information should be shared directly with the Designated Safeguarding Lead or Deputies 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 Grangetown Primary School's whole workforce.

3. Framework and Legislation

No School operates 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's Partnership which includes the partnership of several agencies who work with Children and families across the City.

Grangetown Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children's Partnership's Multi-Agency Safeguarding Arrangements (MASA) www.safeguardingchildrensunderland.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 also 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*)

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 Local Authorities have a duty to investigate (under S47 of the Children Act 1989). 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 2024 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.

4. Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: providing help and support to meet the needs of children as soon as problems emerge and protecting children from maltreatment whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (including in addition to the four categories of harm, issues such as sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), child criminal exploitation (CCE), child sexual exploitation (CSE), county lines and serious youth violence, Honour Based Abuse (HBA) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation (extremism, radicalisation and terrorism), harassment, bullying (including cyber-bullying, prejudiced-based and discriminatory bullying and victimisation) preventing impairment of children's health (physical and mental health), 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 Grangetown Primary School holds a particularly important role in safeguarding as we 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 harm, abuse, neglect or exploitation 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 clearly understand the school's systems and procedures for sharing information to safeguard and promote the welfare of children as shared in this policy.
- Ensure that they listen to and reflect on the voice of the child at ALL times (taking the child's wishes and feelings into account) and reassure them that they will take seriously any concerns raised to them by the child and both support them and keep them safe. This will include determining what action to take and what services to provide on behalf of the child in need (for non-safeguarding concerns.)
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately and consistently promote a culture of vigilance in school, where concerns are shared and dealt with as soon as possible. (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 and all staff should be aware of their local referral process to Local Authority children's social care. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. 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 Grangetown Primary School's recording and information sharing policy/ procedure. Staff should never let fears of sharing information stand in the way of the need to safeguard and promote the welfare of children.

- Ensure that they feel confident in reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Therefore, all staff should ensure that they exercise their professional curiosity and speak to the Designated Safeguarding Lead if they have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication.
- Ensure that they maintain an attitude of **‘it could happen here’** in respect of any safeguarding issues and report any concerns regarding the behaviour of a child/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 of staff and potential failures in the school’s safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy, inclusive of low-level concerns.
- Ensure that they receive appropriate safeguarding and child protection training (including online safety) at induction. This training will be regularly updated. In addition, all staff will receive updates as required and 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 the need to prevent people from becoming terrorists or supporting terrorism and to assess risk of children and young people being radicalised and drawn into extremism/terrorism (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 31st 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 that technology is a significant component in many safeguarding and wellbeing cases and the additional risks for pupils online and continue to promote the school’s Online Safety Policy/Mobile and Smart technology (acceptable usage policy) in the protection of all pupils. This includes the management of internet access via children’s own mobile phones or devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. The policy in Grangetown Primary School is that children do not have access to their own mobile devices whilst in school, therefore cannot access the internet. This includes not using mobile phones or smart technology to sexually harass, share indecent images (consensually or non-consensually) and view and share pornography and other harmful content.
- 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 site. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Grangetown 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.

4.1 The Designated Safeguarding Lead

Grangetown Primary School has appointed from our SLT Vicky Hanlon to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and Child Protection a role which carries a significant level of responsibility. The Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the post and is given the additional time, funding, training, resources and support needed to carry out the role effectively. The Designated Safeguarding Lead will also provide advice and support to other staff on child welfare, safeguarding 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 DSL is the most appropriate person to advise on the response to safeguarding concerns. (KCSIE 2024).

At Grangetown Primary School we have appointed the following Deputy Designated Leads: Catherine Tose and Lesley Millican - they are part of the Safeguarding Team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has a very detailed role (see below).

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191 5617007).

The broad areas of responsibility for the Designated Safeguarding Leads are identified below.

4.11 Managing Referrals

- Refer all cases of suspected abuse to the Integrated Contact and Referral Team.
- Refer to the Channel programme where there is a radicalisation concern.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or has 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 (MSET lead), Radicalisation (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, Channel Panel or Police as appropriate.
- Act as a point of contact with Sunderland Safeguarding Children's Partnership
- Liaise with the Headteacher 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, or where the Headteacher is the subject of the allegations 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 which concern a staff member)
- 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.

4.12 Work With Others

- Act as a point of contact with the safeguarding partners (Sunderland Safeguarding Children Partnership)
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirements for children to have an Appropriate Adult (PACE Code C 2019).
- As required liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations 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 which concern a staff member).
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, SENCO and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Senior Mental Health Lead and the Mental Health Support Team where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that

children in need are experiencing, or have experiences, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

- Ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or who have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Act as a source of support, advice and expertise for all staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

4.13 Undertake Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care (Together for Children) referral arrangements.
- 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.
- Understand the importance of the role of the Designated Safeguarding Lead has in providing information and support to children's social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and well-being, and what is needed in responding to this in promoting educational outcomes.
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff.
- Be able to keep detailed, accurate, secure written or electronic records of concerns and referrals.
- Understand the 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, with Sunderland Safeguarding Children Partnership, other agencies, organisations and practitioners.
- 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 becoming terrorists or supporting terrorism.
- 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 may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to

read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Training will support the DSL in developing expertise so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes to:

- Ensure that staff are supported during the referral processes
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Understand the views of children
- Encourage a culture of listening to children and taking into account their wishes and feelings, among all staff and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

All staff members will be made aware of the school's policies and procedures which support safeguarding and these will be explained to them as part of staff induction. This includes: the Grangetown Primary School's child protection policy; the school's staff behaviour policy; safer working practice document and the designated safeguarding lead and their cover or nominated deputy.

All staff members will also receive appropriate child protection training which is regularly updated. The Governing Body in consultation with SSLB will decide the frequency and content of this CPD.

4.14 Raising Awareness

The designated safeguarding lead will ensure the school's policies are known, understood and used appropriately:

- Ensure each member of staff has access to and understand the school CP Policy and procedures, especially new and part-time staff.
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body and the workforce in this regard to ensure its effectiveness.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Sunderland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. This will include ensuring that the school staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Where children leave the school, ensure their child protection file is transferred appropriately for 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.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and that support in place for when the child arrives.

4.15 Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, school will consider whether, in exceptional circumstances, availability via phone and or Teams/Zoom or other such mediums is acceptable.

- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

4.16 In addition, as best practice, the Designated Safeguarding Lead will:

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy, Peer on Peer/Child on Child Abuse 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 that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school.
- Ensure a whole school policy about managing behaviour and discipline effectively is in place to ensure a good and safe educational environment for all children. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and provide a safe educational environment for all children. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term "reasonable force" covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. They can range from guiding a child safely by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent physical 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 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 will consider the risks carefully and recognise the additional vulnerability of these groups. School will consider our duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and our Public Sector Duty.
- Ensure an effective whole school policy against bullying/cyber-, prejudiced-based and discriminatory bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Ensure that an effective Record-Keeping Policy regarding information on children's welfare is in place. This will detail the school's procedures and applications for recording information including the use of CPOMs, what data will be recorded and for what purposes, who in school will have access to this information, how it will be shared and transferred and the school's retention schedule.
- 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.

5. Governing Body Role and Responsibilities

The Governing Body has strategic leadership responsibility for Grangetown Primary School's safeguarding arrangements and will ensure that the school complies with its duties under legislation including obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018 (UK GDPR) and local multi-agency safeguarding arrangements.

The Governing Body will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Keeping Children Safe in Education, 2024 including confirming that all policies and procedures adopted by the Governing

Body (particularly those concerning referrals of cases of suspected abuse and neglect) are understood, and followed by all staff. The Governing Body will also ensure that all Governors receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding.

At Grangetown Primary School the senior lead Governor for safeguarding is Simon Briton.

The role of the Chair of Governors in Safeguarding is to

- Ensure that the allocation of additional time, funding and resources are sufficient to meet the current safeguarding and child protection activity for the school
- Ensure the Designated Safeguarding Lead report (to Governors, termly) demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that all the governing board members 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 their Local Safeguarding Children Partnership arrangements and the need for school to understand their role in effective multi-agency working under new arrangements.
- 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 Headteacher.
- Ensure that in the event of allegations of abuse being made against staff (including supply staff, volunteers and contractors) or the Headteacher should be reported directly to the Designated Officer (DO)
- Ensure that effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Board for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates including online safety as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure to potentially harmful and inappropriate online material. This includes ensuring that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate. This also means confirming that staff, pupils and visitors to their site follow the school's Acceptable Use Policy/Online Safety Policy. Governors will also ensure that this is regularly reviewed and risk assessed to keep up with evolving cyber-crime technologies and that parents and carers are communicated with to reinforce the messages of children staying safe online (inclusive of online sites that children access and who, from the school, they talk to online, for example remote education).
- Ensure that children are taught about safeguarding, keeping themselves and others safe, including online safety through Relationships Education (Primary) and that this approach to teaching is tailored to meet the specific needs and vulnerabilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as LGBT.
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with Together for Children virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.
- Ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate, and clear referral and accountability systems.

- Ensure that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.
- Ensure that where school premises are rented or hired out to organisations or individuals that appropriate arrangements are in place to keep children in safe.

6. Information for Parents

Parents/carers should be aware that the Governors and staff of Grangetown Primary School are committed to keeping our children safe and will take any reasonable action to safeguard 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 harm, staff have no alternative but to follow the Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or Police of their concern.

7. Procedures

The Designated Safeguarding Lead (or deputy DSL) 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 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 and development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002)

Working Together 2023 defines the category 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 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 abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and ALL staff should be aware of it.

It is more likely that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and will be taken seriously

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.

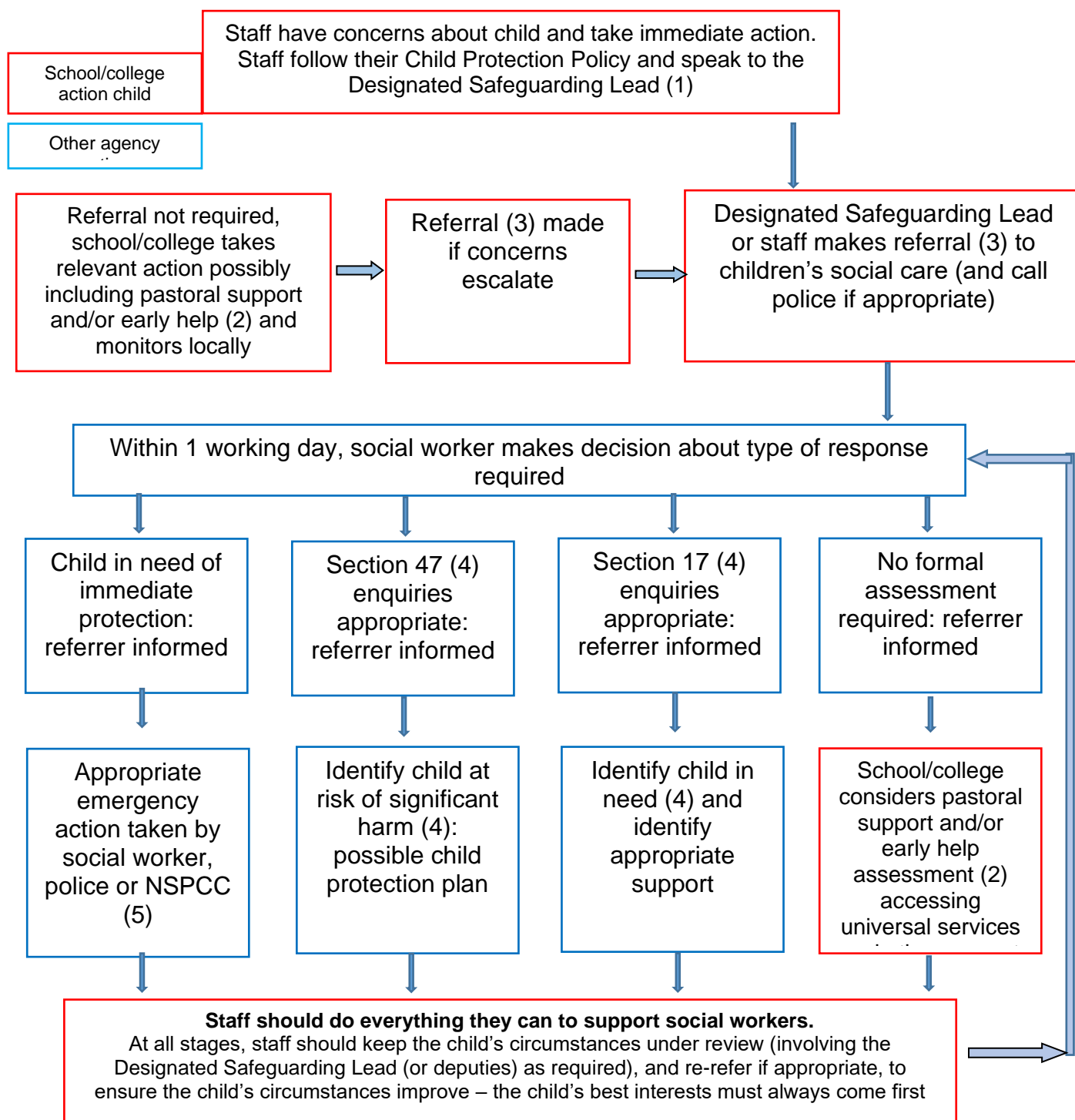
Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities (Together for Children) and schools and colleges to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms (contextual safeguarding) take a variety of different forms and children can be vulnerable to multiple harms. Staff should be aware that experience and indicators of girls who are criminally exploited can be very different to boys but for both boys and girls being criminally exploited they maybe at higher risk of sexual exploitation. Staff should also be aware of the indicators that signal a child is at risk from or involved in serious violent crime, for example being missing from education, changing friendships, a decline in school performance, self-harming and unexplained gifts and possessions. Staff should be able to recognise the risk factors that increase the likelihood of involvement in serious violence, such as being male, unexplainable and/or persistent absences from education or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery.

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 handwritten 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 a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2024
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)

8. Safe Schools / Safe Staff

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

8.1 Whistle Blowing/Confidential Reporting

Grangetown Primary School's Whistle Blowing/confidential reporting Policies provide guidance to staff, volunteers and contractors on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

8.2 Management of a Safeguarding Concern or Allegation about an Adult that does or does not meet the harm threshold:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) harming or posing a risk of harm to children, then this should be referred to the Headteacher or principal; where there are concerns/allegations 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; and in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, this should be reported directly to the Designated Officer(s) at the local authority.

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 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.safeguardingchildrensunderland.com

Where this concern does not meet the harm threshold, all staff should continue to follow their staff behaviour/code of conduct inclusive of 'low-level' concerns policy and share information with the Headteacher. This concern may be where an adult's behaviour is inconsistent with the staff code of conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy, the policy and procedures to deal with child on child abuse; the Behaviour Policy (which should include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying), the Staff Behaviour/Code of Conduct (inclusive of 'Low Level' Concern Allegations against staff and Whistleblowing) Policy, the Safer Working Practice Document, the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. Our CPD for staff is integrated, aligned and considered as part of our whole school safeguarding approach, wider staff training and curriculum planning. The governing body will decide the frequency and content of this CPD. In addition, all staff members should receive regular safeguarding and child protection updates as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements.

8.3 Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or Deputies) and Local Authority children's social care. Grangetown Primary School recognises that the only purpose of confidentiality in this

respect is to benefit the child. (Child Protection Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements - MASA)
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8.4 Records, Holding and Sharing Information and Monitoring

The Designated Safeguarding Lead is equipped to:

- Understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners,
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and
- Be able to keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the PREVENT program etc.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

Well-kept records are essential to good safeguarding practice. Grangetown 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 our care. All records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome (Purpose, Action, and Outcome). All staff will follow the schools information sharing and recording policies to ensure recording keeping is compliant and in line with the General Data Protection Regulations 2018. The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date.

Safeguarding recording within Grangetown Primary School is through a combination of online and paper based system. Information is kept confidentially and stored securely. Information is only accessed by those who need to see it; where the file or content is shared, this happens in line with sharing advice.

Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines and information regarding children who have required statutory intervention at any point in their school career will automatically be shared with the receiving school. This is to ensure that all children are given the right support and intervention and information is shared strictly on a need to know basis. Where children leave the school (including in-year transfers) the DSL will ensure that the CP file is transferred to the new school as soon as possible: within 5 days for an in year transfer or within the first 5 days of the start of a new term. Files will be transferred separately from the main pupil file and a confirmation receipt will be obtained. The DSL will also share information with the receiving school, as appropriate, in advance of a child leaving/transferring.

8.5 Attendance at Safeguarding Conferences

In the event of Grangetown Primary School being invited to attend Child Protection Conferences, the Designated Safeguarding Lead, Victoria Hanlon will represent the school. In the event that the DSL cannot attend, a Deputy DSL (Catherine Tose or Lesley Millican) may attend.

They may be accompanied or represented by the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review).

9. Supporting Children

Grangetown 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 Together for Children Operation Encompass lead (Dianne 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 children's homes.

Grangetown Primary School also recognises that children are capable of abusing other children. Child on child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately as part of our school's zero-tolerance approach to unacceptable behaviour. No child on child abuse will 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 Child on Child Abuse Policy for detailed information.

Therefore Grangetown Primary School will endeavour to support all its pupils through a clear set of values and standards upheld and demonstrated throughout all aspects of school life:

- 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 that provides preventative education which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, bi-phobic and sexual violence/harassment.
- 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 both on and off line. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which covers harm, abuse, positive and healthy relationships and crime. Such a curriculum will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities) and will include; healthy and respectful relationships; boundaries and consent; stereo typing, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive and controlling behaviour; the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'Honour' - Based Abuse such as Forced Marriage and Female Genital Mutilation (FGM) and how to access support and; what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- A whole school approach to online safety that considers the four areas of risk: Content; being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism. Contact; being subjected to harmful online interaction with other users; for example child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes. Conduct; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying. Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- 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.

Grangetown 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 and 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), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionately impacted by behaviours such as bullying (including prejudice-based 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 SEND and certain medical conditions.

Grangetown 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.

10. Related Policies

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

- **School Recruitment and Selection Policy** which is inclusive of safer recruitment guidance and regulation. For example a **single central record** which demonstrates the pre-appointment 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), 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 safeguarding 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 2022 and Working Together 2018.
- HR policies and Procedures
- **Staff Behaviour Policy (Code of Conduct)** inclusive of Low Level Concerns, allegations against staff, whistleblowing Policy, Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, 2022. The 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 and confiscating and searching.
- **Anti-Bullying Policy/Online Bullying Policy.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Remote/Home learning Policy** inclusive of all expectations for children learning at home.
- **Record-Keeping Policy** inclusive of all procedures around the recording, storing and transferring of information regarding children
- **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.
- **Child on Child Abuse Policy.**
- **Mental Health and Wellbeing Policy**
- **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/Together for Children 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 Looked After Teacher whose role is to champion the achievement of Looked After Children in school and work closely with the DSL the Virtual Head Teacher within 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.
- **Relationship Education Policy** inclusive of Health Education content.

11. Legislation and Guidance

The Policy 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
- Education (Independent School Standards) Regulations 2014 <http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>
- Non-Maintained Special Schools (England) Regulations 2015 <http://www.legislation.gov.uk/uksi/2015/728/made>
- Keeping Children Safe in Education 2019 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Statutory Framework for the Early Years Foundation Stage, September 2017 <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- Children Act 1989/2004 <http://www.legislation.gov.uk/ukpga/2004/31/contents>
- Working together to safeguard children HM GOV 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Sunderland Safeguarding Children Board Procedures www.safeguardingchildrensunderland.com
- Early Help Referral Form www.togetherforchildren.org.uk/professionals/early-help
- 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
- CP Referral Form www.togetherforchildren.org.uk/professionals/integrated-contact-referral-team
- Data Protection Act 1998 <http://www.legislation.gov.uk/ukpga/1998/29/contents>
- General Data Protection Regulations, 2018 https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en
- 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 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 2014-2024, 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.

This Policy was reviewed and updated in February 2025, by:

V Hanlon
Acting Designated Safeguarding Lead / Deputy Headteacher

L McAnaney
Headteacher

Consultation with staff took place on 5/2/25, and with Governors on 18/2/25.

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

This policy will be ratified by the governing body signed/dated by the Headteacher, Chair of Governors and DSL.

Headteacher: _____ Date: _____

Chair of Governors: _____ Date: _____

Acting DHT / DSL: _____ Date: _____