**Richard Avenue Primary School**
**Child Protection Policy**
**Includes E-safety**

**Date of policy:  Autumn 2017**
**Date of review: Autumn 2018**

**Designated Safeguarding Lead:** Karen Todd     **Governor:** Justyna Walecka-Bowery
**Deputy DSL –** Branka Waller

(This Policy will be reviewed annually or in light of any changes in legislation and/or guidance and ratified by the Governing Body).

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

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

**Introduction**
Richard Avenue 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 Richard Avenue Primary school's child protection policy:

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

2. Protection (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Mrs Karen Todd or Deputy Designated Safeguarding Lead or the Integrated Contact and Referral Team (CSN 0191 520 5560) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

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 maybe 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 are either hyperlinked to the areas identified below from Keeping Children Safe in education, 2016 or a named school policy these must be read in conjunction with our Child Protection Policy.

- Bullying including cyberbullying
- Children Missing Education Keeping Children Safe 2016 (Annex A)
- Children Missing Home or Care
- Child Sexual Exploitation – (CSE) & Keeping Children Safe 2016 (Annex A)
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM) Keeping Children Safe 2016 (Annex A)
- Forced Marriage – Keeping Children Safe 2016 (Annex A)
- Gangs and Youth Violence
- Gender Based Violence/Violence Against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing Children and Adult Strategy
- Private Fostering
- Preventing Radicalisation Keeping Children Safe 2016 (Annex A)
- Relationship Abuse
- Sexting - new guidance from DfE
- Trafficking

THESE HYPERLINKS SHOULD BE ACCESSED IN SPECIFIC CASES OF VULNERABILITY IN EACH OF THESE AREAS.

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

**This policy applies to Richard Avenue Primary School's whole workforce.**

**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 Board which includes the partnership of several agencies who work with Children and families across the City.

Richard Avenue Primary School is committed to keeping children safe and safeguarding all children respond in accordance with Child Protection: Sunderland Local Safeguarding Children Board procedures 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 Act 2002)*

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

Keeping Children Safe in Education September 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 the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

**Roles and Responsibilities for all staff**
Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) 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 at Richard Avenue Primary School have, we hold 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 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 Safeguarding Lead as soon as possible if they have reported concerns directly).

- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recorded in writing adhering to Richard Avenue Primary School's recording and information sharing policy/ procedure.

- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behavior 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 unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behavior/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 for schools, (or 18th September 2015 for Colleges) 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 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 staff understand through online safety training the additional risks for pupils online and continue to promote the School's Online Safety Policy in the protection of all pupils.

- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.


Richard Avenue 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**

Richard Avenue Primary School has appointed from our SLT Karen Todd 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.

**Role of the Designated Safeguarding Lead**

At Richard Avenue Primary school we have appointed the following Deputy Designated Lead Branka Waller who 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 520 5560).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

**Manage referrals**

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Refer cases to the Disclosure and Barring Service (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 (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, Children's Safeguarding, Channel Panel or Police as appropriate.
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**Work with others**

- 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, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer through Together for Children, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member)

- 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 updated 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 but 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 schools or colleges 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 or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- 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 or colleges 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 and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- 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 Sunderland Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

**Child Protection File**
- 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. This may be through an electronic system.

**Availability**

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to consider whether in exceptional circumstances availability via phone and or Skype 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.

**Taken from Keeping Children Safe in Education, 2016: Annex A**

**In addition PG:Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Lead's:**

- 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.
- 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 school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

## Responsibilities of Richard Avenue Primary School's Governing Body

Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role.

At **Richard Avenue Primary** School's the senior lead Governor/board member for safeguarding is Justyna Walecka-Bowery

**The role of this individual is to:**

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.

- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

**If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:**

- Ensure that they liaise with Together for Children operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the 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 whistleblowing procedures are in place.

- Ensure that the appointed member of the Governing Body 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 undergo safeguarding training at induction and that they receive regular updates.

- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).

- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.

- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

# Information for Parents

At Richard Avenue Primary School, Governors and staff are committed to safeguarding and promoting the welfare of the pupils/children in our care and will take any reasonable action to safeguard their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Board procedures and inform The Integrated Contact and Referral Team or police of their concern.

**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
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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 child.

**Neglect**
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
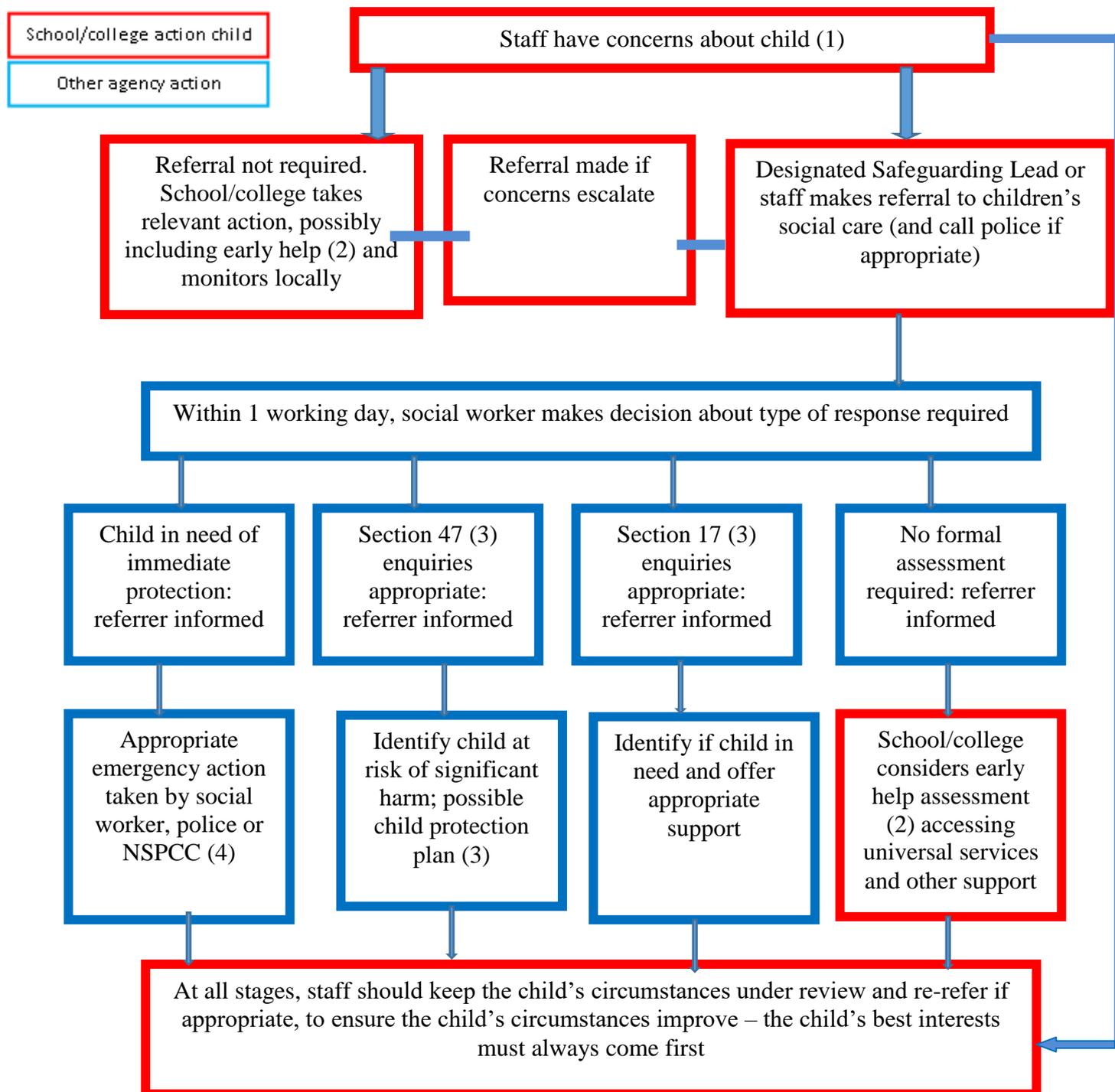
**Sexual Abuse**
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.  They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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 another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.  It may feature age or developmentally inappropriate expectations being imposed on children.  These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.  It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.  Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary.  These records may be either handwritten or electronic but will be stored via a secure system.  The Headteacher will be kept informed at all times.

# Actions where there are concerns about a child

| School/college action child |
|---|

| Other agency action |
|---|

**Staff have concerns about child (1)**

**Referral not required. School/college takes relevant action, possibly including early help (2) and monitors locally**

**Referral made if concerns escalate**

**Designated Safeguarding Lead or staff makes referral to children's social care (and call police if appropriate)**

**Within 1 working day, social worker makes decision about type of response required**

**Child in need of immediate protection: referrer informed**

**Section 47 (3) enquiries appropriate: referrer informed**

**Section 17 (3) enquiries appropriate: referrer informed**

**No formal assessment required: referrer informed**

**Appropriate emergency action taken by social worker, police or NSPCC (4)**

**Identify child at risk of significant harm; possible child protection plan (3)**

**Identify if child in need and offer appropriate support**

**School/college considers early help assessment (2) accessing universal services and other support**

**At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first**

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**

Richard Avenue 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 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; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The governing body decide the frequency and content of this CPD. At Richard Avenue School our whole school training is held **2 year rolling programme** with alternate training on KCSIE and Staff *Behaviour* & Safety in ISETs or Twilights. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held on a weekly basis or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements.

**Professional Confidentiality**

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Richard Avenue School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Local Safeguarding Children Board procedures. www.sunderlandscb.com

**Records and Monitoring**

Well-kept records are essential to good safeguarding practice. Richard Avenue Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools information sharing and recording polices to ensure recording keeping is compliant.

**Safeguarding recording within Richard Avenue Primary School is through a paper based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

**Attendance at Safeguarding Conferences**

In the event of Richard Avenue Primary School being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies) will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review). In the event that those staff members cannot attend, the following trained members of staff may attend Robert Cunnington

**Supporting Children**

Richard Avenue 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. Richard Avenue Primary School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with Diane Stockdale (Operation Encompass Lead) 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 pupils homes.

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

Therefore Richard Avenue 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.

Richard Avenue 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.

Richard Avenue 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 and procedures in school. These include:

- **Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) 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.
- Schools Human Resources Sunderland City Council manual or policies and procedures.
- **Staff Behaviour Policy** (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, October 2015. The school 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 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)
- **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.

- **Peer on Peer Abuse Policy.**
- **Photographic and Digital Imagery Policy** with parental consent form is signed on entry to School.
- **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)
- **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.
- **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 Designated Safeguarding Lead and the Virtual Head Teacher within the LA 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 discussing issues that are age appropriate** 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'.**

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

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 2016
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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

Children Act 1989/2004
http://www.legislation.gov.uk/ukpga/2004/31/contents

Working together to safeguard children HM GOV (2015)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Sunderland Safeguarding Children Board Procedures
www.sunderlandscb.com

Early help Referral Form
https://www.togetherforchildren.org.uk/professionals/early-help

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 will be updated by our School at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

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

Whole-School Policy:  Child Protection

# Internet safety

The term Internet Safety includes the following areas;
i) Anti Cyber bullying, ii) School Internet Access and E Safety, iii) VLE/Website.

## i) Anti Cyber Bullying

This school believes that all people in our community have the right to teach and learn in a supportive, caring and safe environment without fear of being bullied. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person.

*Definition:* There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common.

1. **Text messages** —that are threatening or cause discomfort - also included here is "Bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)

2. **Picture/video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.

3. **Mobile phone calls** — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.

4. **Emails** — threatening or bullying emails, often sent using a pseudonym or somebody else's name.

5. **Chatroom bullying** — menacing or upsetting responses to children or young people when they are in web-based Chatroom.

6. **Instant messaging** (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.

7. **Bullying via websites** — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and Myspace – although there are others.

**At Richard Avenue Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.**

**At Richard Avenue Primary School, pupils are taught how to**:
Understand how to use these technologies safely and know about the risks and consequences of misusing them as well as taking part in two e safety lessons; one delivered in Sept of each new school year and the other delivered in the spring term (mid point of the academic year).
Know what to do if they or someone they know are being cyber bullied.
Report any problems with cyber bullying. If they do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.

Richard Avenue Primary School has:

1. Information for parents on: E-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum.

2. Support for parents and pupils if cyber bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence.

## ii) School Internet Access and E Safety

### Authorisation of Internet access

The school will allocate access to the Internet on the basis of educational need.

Internet access is a necessary part of planned lessons. It is an entitlement for pupils based on responsible use:

At Key Stage 1, access to the Internet will be by teacher or adult demonstration;

At Key Stage 2, Internet access will be granted to a whole class as part of the scheme of work, after a suitable introduction to the rules for responsible Internet use;

Parents will be informed that pupils will be provided with supervised Internet access where it is important to their education

### Maintenance and security of the school ICT system

- The ICT Technician will ensure that the system has the capacity to take increased traffic caused by Internet use,
- The security of the whole system is up to date to deal with threats to security from Internet access,
- No personal data will be sent over the Internet;
- Virus protection is installed and updated regularly by the technician;
- Pen drives and external hard drives may be brought into school but must be virus checked;
- Security strategies will be discussed with the technician.

### Ensuring Internet use provides effective learning?

- Internet access will be planned to enrich and extend learning activities as an integrated aspect of the curriculum;
- Pupils will be given clear objectives for Internet use;
- Pupils will be provided with lists of relevant and suitable Web sites, pupils will be educated in taking responsibility for Internet access;
- Pupils will be informed that checks can be made on files held on the system;
- The School will work with the LA, as the Internet Service Provider, to ensure systems to protect pupils are reviewed and improved.

### EDUCATION AND TRAINING –

1. Richard Avenue recognises that the internet and other digital technologies can transform learning; help to improve outcomes for children and young people; promote creativity; all of which add up to a more exciting and challenging classroom experience.

2. As part of achieving this, we want to create within Richard Avenue an accessible system, with information and services online, which support personalised learning and choice. However, we realise that it will be necessary for our pupils to have the skills of critical awareness, digital literacy and good online citizenship to enable them to use the internet and other digital technologies safely.

3 To this end, Richard Avenue will:-

- Enable all pupils to exercise the skills of critical awareness, digital literacy and good online citizenship as part of the school curriculum. This is provided as part of Computing, PSHE, assemblies and other relevant subjects/pastoral lessons.
- Educate school staff so that they are equipped to support pupils in gaining positive experiences when online and can help pupils develop strategies if they encounter a problem.
- Educate pupils to acknowledge the source of information used and to respect copyright using materials accessed on the internet.
- Staff should act as good role models in their use of digital technologies, the internet and mobile devices.
- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use.

**Management of E-mail**

Due to the simplicity and low cost of E-mail, care needs to be taken that there are no adverse consequences to the school, or to the pupil, through such messages. Once available, it is difficult to control the content of E-mail without compromising privacy.

- Pupils are expected to use E-mail as part of the Computing curriculum. Children will use the secure emailing system provided to them by the ICT technician;
- Communications with persons and organisations will be managed restricted to the boundaries of the school;
- The forwarding of chain letters will he banned;
- Pupils may send E-mail as part of planned lessons and will be given individual e-mail accounts;

**iii) Website.**

**Management of publishing on the Web**

- The Headteacher will delegate editorial responsibility to the ICT Technician to ensure that content is accurate and quality of presentation is maintained;
- The Web site will comply with the school's policy for publications;
- Pupils will be taught to publish for a wide range of audiences- which might include governors, parents or younger children.
- All material must be the author's own work, credit other work included and state clearly the author's identity or status;
- The point of contact on the Web site will be the school's address and telephone number. Home information or individual E-mail identities will not be published;
- No names of any child will be attached to photographs published onto the internet.
- With regards to children, only group photos will be published on the website.

**Ensuring Internet access is appropriate and safe?**

Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher. The Internet is a new communications medium and is freely available to any person wishing to send E-mail or publish a Web site. Staff will need to ensure that access is appropriate to the user Teachers might need to research areas including drugs, medical conditions, bullying or harassment.

- Staff will check that the sites selected for pupil use  are appropriate to the age and maturity of pupils;
- Staff will monitor the effectiveness of Internet access strategies;
- Access levels will be reviewed as pupils' Internet use expands and their ability to retrieve information develops;

- Staff will ensure that occasional checks are made on any downloaded files to monitor compliance with the School's Internet Access Policy;

**Handling inappropriate use/complaints**

Prompt action will be required if a complaint is made. The facts of the case will need to be established, for instance it is possible that the issue has arisen through home Internet use or by contacts outside school. Transgressions of the rules by pupils could include minor as well as the potentially serious sanctions. Sanctions for irresponsible use will be linked to the schools behaviour policy.

- Responsibility for handling incidents will be given to a senior member of staff;
- Pupils and parents will be informed of the procedure;
- Parents and pupils will need to work in partnership with staff to resolve any issue;
- The ICT coordinator will be notified.
- If staff or pupils discover unsuitable sites, the URL (address) and content will be reported to the LA as Service Provider through the ICT Technician;
- A pupil may have Internet or computer access denied for a period.

**How will staff, pupils and parents be kept informed?**

- Rules for Responsible Internet access will be posted near all computer systems.
- All staff including teachers, supply staff, classroom assistants and support staff, will he provided with the Internet Access Policy, and its importance explained;
- Parents' attention will be drawn to the Policy in newsletters, the school brochure and the school Web site;

## iv) Social Media

The aim of this section is to give clarity to the way in which social media sites are to be used by the staff and children of Richard Avenue Primary school. All members of the school community should bear in mind that information they share through social media and networks, even if it is on private spaces, is still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006, and UK libel and defamation laws.

A. The use of social media sites by pupils whilst at school.
Pupils should not access social networking sites whilst at school. Pupils and parents should be reminded that the use of some social media sites is inappropriate for Primary aged children and illegal for others.

B. Use of social media sites by employees in a personal capacity.
It is important that staff protect their professional reputation, and that of the school, by ensuring that they use their personal sites in an appropriate manner.
Staff are advised as follows:
- Staff should familiarise themselves with social network sites privacy settings in order to ensure that information is not automatically shared with a wider audience than intended.
- That they do not conduct or portray themselves, or allow friends to portray them, in a manner which may:
  - Bring the school into disrepute;
  - Lead to valid parental complaints;
  - Be deemed as derogatory towards the school and/or its employees;
  - Be deemed as derogatory towards pupils, parents/carers or governors;
  - Bring into question their appropriateness to work with children;

- Contravene current National Teacher Standards.
- That they do not form online friendships or enter into communication with parents/carers as this could lead to professional relationships being compromised.
- That they do not form online friendships or enter into online communication with pupils as this could lead to professional relationships being compromised, and/or safeguarding allegations being raised.
- That they should not post pictures of or negative comments about school events.
- That if their use of social media/networking sites contravenes this policy, they may be subject to disciplinary action.

C. Creation of social media accounts by school staff for use in education. All social media services must be approved by the Headteacher in advance of any educational work being undertaken.
D. Comments posted by parents/carers on social media sites Parents/carers will be made aware of their responsibilities regarding their use of social media via this policy (in particular when their child joins the school), the school website, letter and school newsletters.

- Parents/carers are asked not to post images (photos and videos) of pupils other than their own children on social media sites unless they have the permission of parents of other children pictured.
- Parents/carers are asked to raise queries, concerns or complaints directly with the school rather than posting them on social media.
- Parents/carers should not post malicious or fictitious comments on social media sites about any member of the school community.

Appendix 2

<p style="text-align:center">Richard Avenue Primary School</p>

## **Rules for Responsible Internet Use**

The school has installed computers with Internet access to help our learning. These rules will keep you safe and help us be fair to others.

· I will only access the system with my own login, which I will keep secret;

· I will not access other people's files;

· I will use the computers for school work and homework;

· I will not bring in pen drives from outside school unless I have been given permission;

· I will ask permission from a member of staff before using the Internet;

· I will only E-mail people I know, or my teacher has approved;

· The messages I send will be polite and responsible;

· I will not give my home address or telephone number, or arrange to meet someone, unless my parent, carer or teacher has given permission;

· I will report any unpleasant material or messages sent to me. I understand this report would be confidential and would help protect other pupils and myself;

· I understand that the school may check my computer files and may monitor the Internet sites I visit.

· I will use the VLE mailing system responsibly and any e-communications will only be about my school work.

Appendix 3


Dear Parents

## Responsible Use of the Internet


As part of pupil's curriculum enhancement and the development of ICT skills, Richard Avenue Primary School is providing supervised access to the Internet.

Pupils will be able to exchange electronic mail with partner schools and research information from museums libraries, news providers and suitable web sites as part of their programme of learning.

Although there have been concerns about pupils having access to undesirable materials, we are taking positive steps to deal with that possibility. We have our Internet access from the Local Education Authority that operates a filtering system that restricts access to inappropriate materials. All our screens are in public view and access will be supervised.

The schools website contains information on internet safety, this is available for pupils and parents to access at home. Anyone wishing to know more about the dangers of the internet and what precautions they can take are invited to discuss their concerns with the ICT manager.

Should you wish to discuss any aspect of Internet use please telephone me to arrange an appointment.


Yours sincerely,

C Bolton