Richard Avenue Primary School

2026-27

Safeguarding Policy and Procedures

Richard Avenue Primary School

Responsible for this policy:	Claire McKinney & Branka Waller
Governor with responsibility for this policy:	Valerie Forster
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Document Control

Date changes made	Changes Made by	Details of substantive changes
August 2021	TFC- SIO	Updated in line with legislative updates.
July 2022	TFC – SIO	Updated in line with statutory guidance updates.

August 2023	TfC – SIO	Updated in line with statutory guidance updates.
February 2024	TfC – SIO	Updated in line with changes to Working Together to Safeguard Children 2023.
August 2024	TfC – SIO	Updated in line with changes to Keeping Children Safe in Education 2024 and DfE Data Protection Guidance.
August 2025	TfC - SIO	Updated in line with changes to Keeping Children Safe in Education 2025 and EYFS Framework 2025
August 2026	TfC - Education Safeguarding	Updated for KCSIE 2026, Working Together to Safeguard Children 2026 and other current statutory guidance.

Who's who?

The following people are responsible for child protection and safeguarding at Richard Avenue Primary School, their roles and responsibilities are identified throughout this policy.

At this school - 2026-27

Head Teacher	CLAIRE MCKINNEY	0191 5007990
Chair of Governors	VALERIE FORSTER	0191 5007990
Designated Safeguarding Leads	CLAIRE MCKINNEY LUCY LAVELLE	0191 5007990 0191 5007990
Deputy Designated Safeguarding Leads	BRANKA WALLER LINDSEY WALKER LYNSEY ROBSON SAM HIGGINS	0191 5007990 0191 5007990 0191 5007990 0191 5007990
Link Governor for Safeguarding	VALERIE FORSTER	0191 5007990
Designated Teacher for Cared for and Care Experience	CLAIRE MCKINNEY	0191 5007990
Senior Mental Health Leads	CHARLES OLD & LYNSEY ROBSON	0191 5007990
Prevent SPOC (School)	CLAIRE MCKINNEY	0191 5007990

Other significant agencies - 2026-27

Role	Name	Contact details
Children's Social Care	Integrated Contact and Referral Team	0191 520 5560
Early Help	Early Help Allocations and Advice Team	0191 561 4084
Your Locality Child Protection Team	Coalfields North Central Washington	0191 561 6635 0191 561 7088 0191 561 7129 0191 561 3147
Designated Officer (formerly LADO)	Danielle Rose	0191 561 7198 0191 561 3901
PREVENT SPOC and Channel Chair (TfC)	Lisa Punn Deputy: Cheryl Thomas	0191 520 5560
Strategic Lead for Education	Ronnie Lynn	07557 801 273
Education Safeguarding and Belongings Manager	Leigh Coates	07388373050

We believe

At Richard Avenue Primary School we are committed to safeguarding and promoting the welfare of all children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

The purpose of this policy statement is:

- to protect children from harm and promote their welfare – children who feel safe can achieve more.
- to provide governors, staff, children and their families with the overarching principals and our approach to keeping children safe.
- to support our understanding and implementation of Keeping Children Safe in Education 2026 and other statutory guidance like Working Together to Safeguard Children.

We are clear that the welfare of all children is paramount regardless of age, gender, culture, language, race, ability, sexual identity, or religion.

We are committed to ensuring all our practices are child centred. This means we always act in the best interests of our children.

This policy applies to anyone working on behalf of the school including those commissioned to deliver services on the school's behalf, peripatetic and supply staff and student placements.

We take our responsibility to keep children safe seriously.

We define

'Safeguarding' as:

Safeguarding is the overarching term for everything done to support children and young people, keep them safe, and promote their welfare. It encompasses the full spectrum of measures to prevent harm, promote wellbeing, and ensure children are able to achieve their best outcomes.

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether 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.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted 2022)

‘Child Protection’ as:

‘Working Together to Safeguard Children (2026)’, refers to child protection as the activity undertaken to protect individual children who are suffering, or are likely to suffer, significant harm.

This includes harm that occurs inside or outside the home, including online.

‘Children’ as:

- Everyone under the age of 18.

‘Parents’ as:

- Adults in a parenting role e.g. birth parents, stepparents, foster carers, adoptive parents.

‘Staff’ as:

- All staff onsite including ancillary, peripatetic, supply, self-employed, contractors, volunteers, students, governors, and trustees.

Extra familial Harm as :

abuse or exploitation occurring outside the family environment. **Contextual safeguarding** refers to the approach used to understand and respond to the wider relationships, environments and circumstances in which such harm occurs.

Family Help as :

Support provided to children and families as soon as problems emerge. It includes targeted early help and, where appropriate, statutory support provided to children in need under section 17 of the Children Act 1989.

We will achieve

A culture of safety, equality and protection.

We will do this by:

- Recognising that all children have the right to grow up free from abuse and harm.
- Having conversations with and listening to children and families as early as possible.
- Empowering our families, recognise their strengths and support them to build resilience.
- Promoting joint working with parents and carers in the interest of children’s welfare.
- Ensuring those who have been harmed are never given the impression that they are creating a problem by reporting abuse, sexual harassment or violence.
- Following safer recruitment procedures to ensure that staff are carefully selected, vetted and have the relevant qualifications and experience.
- Ensuring that all staff are aware of and accept responsibility for helping to prevent the abuse of children.
- Having a Designated Safeguarding Lead (DSL) on our Senior Leadership Team (SLT) who takes ultimate responsibility for children’s protection, safety and well-being including online.

- Supporting all staff to identify concerns and inform the Designated Safeguarding Lead.
- Share information early, lawfully and proportionately where it is necessary to keep children safe. Fears about data protection will not stand in the way of safeguarding.
- Provide accessible routes for children to report worries and give feedback, knowing they will be taken seriously and kept safe.
- Review safeguarding practice, records, curriculum, online safety, filtering and monitoring, attendance response, AP placements and allegations processes regularly.
- Responding quickly and appropriately to all suspicions or allegations of abuse using the Sunderland Safeguarding Partnership's Multi Agency Threshold Guidance (2025) sscp_multi_agency_guide_to_our_thresholds_of_need_jan_2025_v2.pdf
- Providing parents, carers and children with the opportunity to voice any concerns they may have. This includes having knowledge of, and ensuring children have access to their preferred methods of communication and that staff are trained in a variety of communication tools.
- Adopting positive behaviour management strategies.
- Regularly reviewing the effectiveness of the school's Safeguarding Policy and Procedures, including this policy.
- Working in partnership with external organisations and professionals to ensure that children are protected.
- Creating a culture of learning and reflection by reviewing what we do well, what we could do better and what we can learn from any "near misses.",local and national reviews and updates to statutory guidance.

This policy is based on the Department for Education's statutory guidance, Keeping children safe in education 2026 and Working together 2026,and other statutory guidance

We comply with this guidance and the procedures set out by Sunderland Safeguarding Children's Partnership.

Our safeguarding priorities

We firmly believe all safeguarding issues are significant and each issue will be dealt with using the same rigor and tenacity. We have highlighted the following issues are a priority for **Richard Avenue Primary School.**

- Domestic abuse – due to high levels of domestic abuse in Sunderland, and the large number of Operation Encompass notifications we receive, it's important that we work closely with partners such as Children's Social Care, Early Help and Wearside Women in Need. As well as ensuring our PHSE & RHSE curriculum is effective in teaching children about appropriate relationships and offering support to victims/those who experience domestic abuse.
- Neglect – due to the large numbers of referrals we submitted in 2023-24 due to neglect, offering Early Help to families at the right time and working with partners such as the local foodbank we will support families before they reach crisis point.
- PREVENT – due to recent incidents in Sunderland and across the UK, it is important we recognise, support and PREVENT children from being vulnerable to radicalisation.

Our roles and responsibilities

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.' (Working Together to Safeguard Children 2023)

Roles and responsibilities are further detailed in Keeping Children Safe in Education (2026)

The Governing Body will:

- Ensuring the school meets its statutory obligations to keep children safe including ensuring policies and procedures are in place to manage safeguarding concerns and allegations against staff.
- Ensure safeguarding and child protection are at the forefront of all policy and process development, with children's best interests at the heart of decisions.
- Appointing a governor/senior board level member to take overall responsibility for safeguarding and act as a link between the Governing Body, Headteacher and Designated Safeguarding Lead.
- Appoint a governor/senior board level member to take overall responsibility for filtering and monitoring.
- Ensure robust DSL cover arrangements are in place when the DSL is unavailable
- Ensuring the Designated Safeguarding Lead (DSL) has the appropriate level of authority, additional time, funding, training, resources and supervision to be effective in their role.
- Reading and understand KCSIE 2026 – and ensure all staff or adults working on behalf of the school including those who do not work directly with children do the same.
- Ensuring children are kept safe online – we will do this by ensuring we have the appropriate filtering and monitoring in place.
- Ensure that the induction, training and learning for the school community is robust and effective by ensuring all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of

the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

- Ensuring that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- Ensuring teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe In Education (2026, Part 3).
- Ensuring there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concerns.
- Ensuring that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensuring that the setting has systems in place to prevent, identify and respond to child on child harm (including sexual abuse and sexual harassment), mental health concerns, and review the effectiveness of the setting's online safety practices.
- Appointing a designated teacher to promote the educational achievement for cared for children and children who have ever had a social worker.
- Ensure all governors and trustees receive the appropriate safeguarding and child protection (including online safety) training that will enable the whole governing body to hold senior leaders to account for safeguarding.
- All children should be protected but Governors recognise the following groups are at greater risk of harm, including children with a social worker, those absent from education, children in AP, children who are electively home educated, children requiring mental health support, children with SEND or medical conditions, young carers, cared for and care experienced children, children in kinship care, children affected by domestic abuse, children who are questioning their gender, and children at risk of exploitation, serious violence or radicalisation.
- Ensure the school understands changes to regulated activity for volunteers and checks existing volunteers who become regulated activity from 1 September 2026.
- Ensure alternative provision placements are subject to written safeguarding assurances, due diligence, known addresses including subcontracted or satellite sites, and at least half-termly reviews are in place for all students using alternative provision

The Headteacher will:

- Ensure this policy and all other related policies are reflective of the school, fully understood and applied by all staff.
- Ensure the DSL and any deputies have appropriate time, funding, training, resources and supervision to be effective in their role.
- Ensure any allegations against staff or low level concerns are dealt with promptly and thoroughly and will liaise with the Designated Officer (DO) where appropriate.
- Inform Together for Children of any changes to the Designated Safeguarding Lead and deputies.
- Ensure filtering and monitoring, mobile phone-free practice, allergy safety, medical conditions, attendance, restrictive interventions and AP oversight are implemented in day-to-day practice.
- Ensure staff are supported after difficult safeguarding incidents, allegations or disclosures, and that learning is used to improve systems.

The Designated Safeguarding Leads:

Duties are further outlined in Keeping Children Safe in Education (2026, Annex B.)

- Be a member of the Senior Leadership Team and take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide support, advice and expertise to staff on safeguarding, welfare, information sharing and local Family Help / statutory referral routes.
- Manage referrals to Children's Social Care, Police, Channel, DBS and other agencies as required, and support staff who make referrals.
- Is able to take part in Strategy meetings, Child Protection Conferences and other multi-agency meetings.
- Liaise with the Headteacher, Designated Officer, case manager, safeguarding partners, social workers, police, health services, attendance services, SENCO, Senior Mental Health Lead and IT staff as required.
- Maintain accurate, up-to-date child protection records that distinguish fact, observation, allegation, professional opinion and historic information.
- Ensure all concerns, discussions, decisions and reasons are recorded in writing, on CPOMS including when referrals are or are not made.
- Hold and use information about children who have or have had a social worker to support attendance, engagement, achievement and welfare.
- Promote educational outcomes for children with social care involvement, in partnership with the designated teacher, Virtual School, attendance leads and other relevant staff.
- Maintain awareness of local thresholds, Family Help arrangements, targeted early help, section 17, section 47, section 20 and section 31 pathways.
- Lead or contribute to Strategy Discussions, Child Protection Conferences, core groups, Child in Need meetings, Family Help planning, attendance meetings, AP reviews and multi-agency meetings.
- Ensure children's views and wishes are heard, with communication support where needed.
- Take lead responsibility for online safety, including annual online safety review, filtering and monitoring risk assessment, AI-related safeguarding risks, cyber safety and escalation of concerns.
- Oversee transfer of the child protection file to the new setting as soon as possible and within 5 days for in-year transfers or within the first 5 days of a new term, separately from the main pupil file, with secure transfer and receipt confirmation.
- Consider sharing additional information in advance of a child's move where it supports assessment of risk

For a full list of the DSL's responsibility, please see Annex B- Role of the designated safeguarding lead in KCSIE 2026. Here's a summary of some of the DSL's responsibility:

- Ensure cases of suspected abuse are referred to Children's Social Care and/or the Police.
- Support staff to make referrals to Children's Social Care and/or the Police.
- Refer cases to the Channel / PREVENT programme where children are susceptible to radicalisation.
- Refer cases where a member of staff has left due to safeguarding worries to the Disclosure and Barring Service.
- Act as a single point of contact for the three safeguarding partners (Police, Health and Local Authority/Together for Children).
- Be aware of the requirement for children to have an Appropriate Adult and guidance in PACE Code C 2019.
- Liaise with the 'case manager' and Designated Officer (DO) for child protection concerns involving a member of staff.
- Liaise with all staff on matters of safety and safeguarding and maintain a good working relationship with those staff.
- Develop and maintain a good working relationship with Locality Team Managers, EHAAT and other staff from Together for Children.
- Act as a source of support, advice and expertise for all staff.
- Ensure all staff know how to make a referral including to early help.
- Work closely with other professionals involved with individual children.
- Maintain an up-to-date list of those pupils who are vulnerable and / or open to multi-agency working or who have ever had a social worker.
- Ensure all staff have read and understood Keeping Children Safe in Education (2026) and have had the appropriate safeguarding training.
- Provide termly updates to the Governing Body on safeguarding.
- Undertake an annual audit of safeguarding compliance and lead on the SSCP Sec 157/175 Audit ensuring it's submitted on time.
- Promote the education of those children who have ever had a social worker.
- Take lead responsibility for online safety (including filtering and monitoring) as well as undertaking an annual review of the school's approach to online safety and regularly updating the school's filtering and monitoring risk assessment.

It is not the Designated Safeguarding Leads role to investigate or decide if a child has been abused. It is the DSL's role to refer suspected abuse to Children's Social Care and/or the Police.

Deputy Designated Safeguarding Lead(s):

- Are trained to the same standard as the DSL which enables them to undertake this role.
- Deputises for the Designated Safeguarding Lead but cannot take lead responsibility for safeguarding – that's the DSL's role.
- Can attend Strategy Meetings, Child Protection Conferences and other multi-agency meetings on behalf of the DSL.
- Be available to staff according to the school's cover arrangements and contribute to multi-agency work, records, referrals and staff support.

Children need all school staff and volunteers to:

- Read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2026). Those working directly with children will also read Annex A.
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); the low-level concerns policy; safeguarding response to children who are absent from education; the role of the Designated Safeguarding Lead (DSL) and how to respond to child-on-child abuse.
- Know who and how to contact the DSL and any deputies, the Chair of Governors, and the Governor responsible for safeguarding.
- Be able to identify vulnerable pupils and take action to keep them safe. Information or concerns about pupils will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect.
    - may require mental health support.
    - may benefit from early help.
    - who may be susceptible to radicalisation
    - where a crime may have been committed.
    - who are absent from education regularly or for prolonged periods of time.
- Be clear as to the setting's policy and procedures about child-on-child abuse, children who are absent from education, those requiring mental health support, and the impact of technology in relation to online safety.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable pupils and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the school's safeguarding systems.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.
- Be aware that children might not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being harmful.

This means that all staff and volunteers will:

- Create a culture of safety, equality and protection.
- Provide a safe environment for children to learn.
- Identify children who may need additional help / early help.
- Identify children who are experiencing or at risk of experiencing abuse or neglect and if you're not sure, speak to the DSL.
- Provide appropriate help and support to children at the right time.
- Share all safeguarding concerns with the DSL and record the concern on CPOMS.
- Take appropriate action when they are concerned about unsafe practice or have concerns about a member of staff's behaviour.
- Always think **"it could happen here".**
- Always listen to the child and act in their best interests.
- Maintain confidentiality where necessary but understand this should not be a reason to prevent sharing information with the DSL.
- Never promise a child confidentiality.

- Read, understand and adhere to Safer Working Practice for Adults who work with Children and Young People in Education Settings (2022).
- Know how to make a referral to Children's Social Care and Early Help directly, if required.
- Show professional curiosity and speak to the DSL if you have concerns about a child.
- Understand the schools filtering and monitoring procedures and their role with this.

When to be concerned

All staff should be aware of the definitions, signs and indicators of abuse. Abuse and neglect is often a complex issue. Often abuse, signs and indicators will crossover and interlink. Concerns for children may arise in many different situations – it's important that if you notice something, you check it out and share it. **NOTICE. CHECK. SHARE.**

What is abuse and neglect (as defined in KCSIE 2026)?

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 13 including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children experience domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Abuse and neglect can be a one-off incident or can happen over time. Abuse and neglect can take place inside and outside of the family home. Adults and children can abuse children.

Children who would benefit from help before statutory intervention

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. (KCSIE 2026)

All school and college staff should be particularly alert to the potential need for additional support for a child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether or not they have a statutory Education, Health and Care plan)

• has a mental health need

• is a young carer

• is pregnant and/or is a parent themselves

• has exhibited early signs of abusive, violent and/or harmful behaviours

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• is frequently missing/goes missing from education, home or care

• has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit

• is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation

• is at risk of being radicalised into terrorism

• has a parent or carer in custody, 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 alcohol and other drugs themselves

• is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and

• is a privately fostered child.

* KCSIE 2026 identifies children who are privately fostered and children at risk of 'honour' based violence as children who would benefit from Early Help. In Sunderland, these children should be referred to Children's Social Care initially.

Signs and indicators of abuse and neglect

The signs and indicators of abuse can be different for each child. By noticing small changes in how a child behaves or presents can identify early any potential concerns. Parental behaviour can also be a sign or indicator of abuse or neglect.

It's important to recognise that a sign or indicator does not automatically mean a child is being abused.

It's important to remember that children might not always verbally 'disclose' abuse and any worries should be shared with the Designated Safeguarding Lead.

Examples of signs and indicators (this list is not exhaustive):

Physical abuse	Neglect
• bruising, lacerations, abrasions or scars • bite marks that are potentially from a human or dangerous animal • when an injury is not consistent with the explanation given • burns or scars where you would not normally touch a hot object • fractures (frequent or where medical attention is not sought) • bruising or any other injury on an immobile baby • repeated injury's • failure to seek medical attention • Fabricated induced illness (FII)	• Inappropriate clothing or footwear (size, condition, suitability) • Persistently dirty or smelly • Poor personal hygiene • Poor dental hygiene (tooth decay) • Persistent infections such as head lice • Failure to grow due to malnutrition • Frequent accidents due to a lack of supervision • Not reported as missing • Not taken to medical appointments • Stealing, hiding or scavenging for food • Constantly tired • Poor attendance / punctuality at school • Child's basic needs are not met • Parents unwilling to protect from other types of abuse
Emotional Abuse	**Sexual abuse**
• Harmful interactions observed e.g. name calling • Low self-esteem • Inappropriate response to pain • Neurotic behaviour • Fearful of individuals • Emotional immaturity	• soreness in the genital or anal areas • poor personal hygiene or changes in weight • marks and bruises • pregnancy • frequent Sexually Transmitted Infections (STIs)

• Disturbances in speech e.g. stuttering • Trust issues • Developmental Delay • Anxious about doing something wrong • Parents blaming their problems on a child • Humiliation, name calling, negative comparisons	• Mental health issues including self-harm and eating disorder • Recurring unitary tract infections (UTIs) • Unexplained gifts • Associating with older peers or adults • Age-inappropriate behaviour or language
Behavioural Changes	
• Changes in behaviour • Mental health issues including self-harm and eating disorder • Avoiding the abuser • Fearful of abuser / adults • Giving clues • Problems at school • Drug/alcohol misuse • Risk taking behaviours	• Going missing • Wetting / soling • Withdrawn or seeking additional attention from adults who they feel may be able to create safety • Anger, frustration or distress • Excessive clinginess • Changes to eating

Children with additional needs

Research shows that children with additional needs are more at risk of abuse and neglect. This can be due to several reasons:

- Attitudes and assumptions that result in the denial or failure to report abuse.
- Misplaced empathy – reluctance to challenge carers or seeing abuse as attributed to stress or difficulties in caring for a child with additional needs.
- Not believing abuse affects children with additional needs in the same way.
- Unsatisfactory lowering of standards for those with additional needs.
- Dependency – exposure to a wide range of carers for intimate care.
- Isolation – it's easier for the abuse or neglect to remain hidden.
- Lack of participation in decision making children less likely to feel able to complain.
- Especially vulnerable to bullying, intimidation and exploitation.
- Behaviours may be mistaken as part of the child's disability.
- Communication barriers.

The following are possible signs of abuse and neglect for those with additional needs:

- Bruising on areas that might not be of concern to a non-disabled child.
- Not getting help with feeding.
- Over or under medicating.
- Poor hygiene or personal care.
- Rough handling / excessive restraint.
- Lack of stimulation.
- Unwillingness to learn a child's preferred method of communication.
- Ill-fitting or inappropriate equipment.
- Procedures that are unnecessary and carried out against the child's permission.

Children who are questioning their gender and requests for support with social transition

- At Richard Avenue, we will provide a respectful and supportive environment for children who are questioning their gender. We will not tolerate bullying, harassment or discrimination. Any safeguarding or wellbeing concerns will be taken seriously, recorded and responded to promptly.
- Individual members of staff must not independently make changes relating to names, pronouns, uniform, facilities, sport or other arrangements or offer clinical advice.
- Where a child, parent or carer requests support involving social transition, this will be referred to the Headteacher/Principal and the Designated Safeguarding Lead. The request will be considered carefully, on a case-by-case basis, and decisions will be clearly recorded.
- Parents and carers will be involved as a priority and their views will be properly considered. Where there is reason to believe that involving parents or carers may place the child at increased risk, the DSL will decide what safeguarding action is needed before parents are contacted or any decision is made.
- Requests from primary-age children will be approached with particular caution. Staff will not provide clinical advice or act beyond their professional role.
- Support with social transition will not include access to toilets, changing rooms, showers or residential accommodation designated for the opposite biological sex. It will also not include participation in single-sex sport designated for the opposite sex where single-sex participation is necessary for safety, privacy, dignity or fair competition.
- The child's biological sex will be recorded accurately. Information will be shared only with staff who need it to safeguard and support the child and other pupils. Decisions and the reasons for them will be recorded and reviewed if circumstances change, including where a child wishes to reverse or amend an earlier arrangement.

What to do if you suspect a child is at risk

All staff maintain the attitude **"it could happen here"**. When staff have concern for a child's safety or welfare we expect them to act immediately.

At Richard Avenue, we follow Sunderland Safeguarding Partnership's child protection procedures.

If you notice something, check it out and share it. **NOTICE, CHECK, SHARE.**

The DSL is best placed to have a complete picture of a child's safeguarding needs (KSCIE 2026) and be the most appropriate person to advise on the response to any concerns. The DSL will receive, collate and coordinate information about a child and make immediate and ongoing judgements about the risk and what needs to happen next. The DSL, in most cases, will work with parents to decide what to do next.

The DSL may need to seek advice from the Early Help Allocations and Advice Team (EHHAT) or refer the concern to Children's Social Care by making a referral to the Integrated Contact and Referral Team (ICRT). In the most serious cases, this will be done urgently by a phone call then followed up with a completed referral form. In most cases, the DSL will seek

consent from parents to make the referral unless this would potentially put the child in further danger or delay support for a child.

All staff will be made aware of the Early Help process and their role within it. We recognise it's much more effective and useful to help children and families at an early stage rather than waiting until concerns escalate.

What to do if a child discloses

When a child makes a disclosure, it can sometimes be scary for the member of staff. Whilst it may be scary for the member of staff, think about how scared the child must feel.

When a child makes a disclosure, staff should always:

- Listen carefully to the child and give them your full attention.
- Never promise confidentiality. Explain to the child what you have to do with the information and why.
- Only ask open questions to seek clarification like Who? What? Where? When? How?
- Reassure the child they haven't done anything wrong – abuse is not their fault.
- Ask what you can do to make them feel safer now.
- Don't express any panic or emotion to the child.
- Use the child's language and vocabulary or their preferred method of communication.
- Don't be tempted to give false promises or assurances – promises you can't keep.
- Make a record of what the child said, including their words. Record the date and time, who was there and what was shared. Sign and date any handwritten notes.
- It is better to give the child your full attention and write notes following the conversation than to appear distracted.
- It's not your job to investigate or make any decision if the child has been abused. Do not ask the child to remove any clothing to see any injuries and do not take photos of any injuries.
- Share the disclosure immediately with the Designated Safeguarding Lead.

Staff should then record the concern on CPOMS. Staff should be aware they can make a referral directly to Early Help or Children's Services if required. If you are worried that the DSL has not taken your concerns seriously enough, you should follow the whistleblowing procedure.

Ensure you seek support. Dealing with disclosures can be distressing. It's important you speak to the right people for help and not discuss the child openly with friends or in the Staff Room for example.

Children who harm other children (Child-on-child abuse)

It is widely recognised that children are able to harm other children.

At Richard Avenue Primary School:

- All staff have a responsibility to prevent, recognise and respond to this type of abuse.
- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

- Even with a zero-tolerance approach, we take steps to educate and take action to ensure and to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child on child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- We recognise child on child abuse can happen inside and outside of school including online.
- We recognise that child on child abuse is preventable

Child on child abuse can involve (this list is not exhaustive):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse). Serious physical assault harm or threat of harm with a weapon
- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, including sexual comments, remarks, jokes, online sexual harassment and behaviour linked to misogyny or misandry.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including digitally altered or AI-generated images.
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the school's behaviour policy. Concerns regarding the welfare of pupils require records to be kept on the child's CPOMS safeguarding/child protection file.

We will try to minimise the risk of child on child abuse by teaching children about appropriate behaviour. We will use assemblies, RSHE curriculum, tutor time and external speakers to promote appropriate relationships.

The school recognises that upskirting is a criminal offence under the Voyeurism (Offences) Act 2019 and matters will be referred to Police.

The school will use the Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) guide when dealing with nudes and semi nudes.

The school will use its behaviour policy to apply sanctions where appropriate this includes, in the most extreme circumstances, the use of exclusion.

At Richard Avenue Primary School, will handle initial reports of harm by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other children affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Ensuring that those who have been harmed will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.
- Consider making a referral to Police and or Children's Social Care or liaising with the Early Help Advice and Allocations Team to secure appropriate support.
- Review whether environmental, supervision, timetable, curriculum or culture changes are require
- Work with the RSHE Quality Assurance Officer to review any lessons learned

Actions to take in relation to sexual violence and sexual harassment

At Richard Avenue Primary School, will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. The school will use the **Brooke Traffic Light Tool** to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from Together for Children.
- DSLs/Deputies will take **proportionate** action and consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with the Multi-Agency Threshold Guidance.
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made.
- When a child has been harmed, is at risk of harm or is in immediate danger a referral to Children's Social Care. This would normally be made by the DSL but if the DSL is unavailable, any member of staff can make this referral.
- Where the report includes an online element, the setting will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed at least every 3 months. These should involve the child and parents/carers and address contextual risks.

Contextual safeguarding approach to child on child abuse

At Richard Avenue Primary School, will minimise the risk of child on child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child on child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

Keeping Children Safe Online

Technology is a significant component to our lives in modern day Britain and has many positive uses, however it is also involved in many safeguarding and wellbeing issues. Online harm may occur through school devices, personal devices, social media, gaming, messaging, livestreaming, websites, online communities, generative AI tools or smart technology. Online harms often overlap with offline harms. Our Designated Safeguarding Lead takes on the lead responsibility for online harms

The 4 Cs of online risk

Risk area	Definition and examples
Content	Exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
Contact	Harmful online interaction with other users or generative AI applications that simulate interaction, including peer pressure, harmful advertising, adults posing as children, grooming, exploitation or coercion.
Conduct	Online behaviour that increases the likelihood of, or causes, harm, including making, sending or receiving explicit images, AI-generated explicit images, cyberbullying, harassment or abuse.
Commerce	Risks such as online gambling, inappropriate advertising, phishing, scams, financial exploitation and data misuse.

AI and emerging technology

- The school recognises safeguarding risks linked to generative AI, deepfakes, AI-generated nudes or semi-nudes, nudification apps, impersonation, harmful chatbots, misinformation, disinformation, bias, data protection and over-reliance on unverified outputs.
- Staff must not enter confidential, sensitive or child-identifiable safeguarding information into AI tools unless the tool has been approved by the school and data protection requirements have been met.
- AI-generated or digitally altered sexual images of children will be treated as a safeguarding concern and are illegal and will be reported to the police and children social care.
- The DSL, online safety lead and IT provider will consider AI risks within online safety review, filtering and monitoring, curriculum, staff training and parental engagement.

Filtering and monitoring

- The school will ensure appropriate filtering and monitoring systems are in place to limit children's exposure to harmful and inappropriate content on school systems and devices.
- Filtering and monitoring must block harmful and inappropriate content but will not unreasonably restrict teaching and learning.
- Roles and responsibilities for filtering and monitoring will be assigned and understood by leaders, DSL, IT support and staff.
- The effectiveness of filtering and monitoring will be reviewed at least once every academic year by the responsible SLT member, with support from the DSL and IT support. Checks will include all internet-connected devices in relevant locations and a record of checks will be kept.
- Staff must know how to report filtering or monitoring concerns and how to escalate urgent online safety concerns.

Mobile phones and smart technology

The school is mobile phone-free by default. Pupils will not have access to mobile phones or smart technology with similar functionality during the school day, including lessons, transitions, breaktimes and lunchtime, unless a documented exception applies.

- The School's **Photography Digital Imagery Mobile Phone Policy** sets out how phones are stored, prohibited, searched for where permitted, confiscated where proportionate, returned and recorded.
- Exceptions may be made for disability, medical needs, young carer responsibilities or other exceptional circumstances. These will be individual, proportionate, risk-assessed and documented, including when and where the device can be used.
- Mobile phone expectations will be communicated clearly to pupils, parents, staff and visitors.

Teaching children to keep themselves safe

We have an essential role in teaching children to keep themselves safe. We will maximise any opportunity to teach children what is appropriate and inappropriate adult and child behaviour, what is 'safe' and 'safety', how to recognise when themselves and others are safe and are not safe and what to do when they are worried.

We will maximise curriculum time to provide children with opportunities to feel safe, equal and protected. We will support children's social, emotional and mental health by maximising opportunities to increase self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making.

We will deliver effective personal, social and health education (PHSE) and relationship and sex education (RSE) that is age and ability appropriate. This will include (but not limited to) bullying, online bullying, radicalisation, child exploitation (sexual and criminal), stranger danger, road safety, sexual abuse, neglect, online safety, gender-based violence, sexual assaults and youth produced sexual imagery.

For more information about our Relationship and Sex Education (RSE) curriculum, please read our policy:
https://richardavenue.co.uk/wp-content/uploads/2023/01/2022-RSHE-policy.pdf

An excerpt from our policy statement:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity. We fully support the Department for Education's statutory guidance on Relationships Education, RSE and Health education. The objectives set out by the DFE for relationships and health education can be found in appendix 3 and 4. They define relationships education outcomes in primary as: The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When children are absent from education

When a child misses' school, this is a sign or indicator that the child might be at risk of harm. Children who are frequently absent from school are at increased risk. Schools have a statutory duty to investigate any unexplained absences (Education Act 2002 and Children missing education: Statutory Guidance for local authorities 2016).

Please see our attendance policy for what action we will take when a child doesn't arrive at school: **https://richardavenue.co.uk/wp-content/uploads/2026/03/2026-Pupil-Attendance-Policy.pdf**

When children are frequently absent from school, we will work with Sunderland City Council – Attendance Team, TfC's Locality Attendance Officers and TfC's Child Missing Education (CME) Coordinator.

When children who are vulnerable don't attend school and after reasonable attempts are made to contact the family, if the whereabouts of the child is still unknow, the DSL will be informed to take appropriate action. When children are absent from school and we are unable to contact parents, or we feel the child is vulnerable, we may ask Police to undertake a Safe and Well Visit on our behalf or jointly with us. This means it's really important that parents communicate with us effectivity to let us know where the child is and that the child is safe.

No child will be removed from the school roll without the DSL and Headteacher's explicit permission – under any circumstances.

Children who are absent for a period of 10 school days will be reported immediately as a Children Missing From Education - Together for Children

We will ensure we have at least two emergency contact numbers for the parents/carers of each child. If we are unable to contact a child's parent when they are absent, we will use any contact details we have available to us to speak to an adult about the child's absence this may include contacting relatives we know have a connection to the child e.g. an aunt or uncle who has a child in the school.

When parents decide to Electively Home Educate their child

When a parent or carer tells us they intend to remove their child from school to electively home educate, we will treat this as an important safeguarding and welfare decision. Wherever possible, we will arrange a meeting with parents or carers before the child is removed from the roll. The purpose of this meeting is to understand the reasons for the decision, consider the child's wishes and circumstances, identify any safeguarding or welfare concerns, and ensure parents and carers understand their responsibilities for providing suitable education at home.

Before removing a child from roll, the school will seek confirmation from the local authority that the child can be removed. The school will also notify any agencies currently working with the child so that safeguarding information is shared appropriately and support is not disrupted.

The child will be expected to continue attending school until the local authority has confirmed the next steps to the school and parent or carer. The school will ensure that all adults with parental responsibility and all available parental contacts are considered, not just the resident parent or the parent making the request. We will have due regard to Department for Education guidance on elective home education and to relevant duties arising from the Children's Wellbeing and Schools Act 2026.

When children go missing from home or care

We are part of Northumbria Police and Together for Children's Operation Endeavour. When a child is reported as missing from home, the school will receive notification of the missing episode the following day. The purpose of this notification is to enable the school to support the child practically and emotionally.

When children go missing, they are offered a Return Home Interview. In Sunderland, Together for Children undertake those interviews. We will facilitate those interviews where it is appropriate for the child and in their best interests.

When children experience domestic abuse or violence

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children (KCSIE, 2026). When we become aware of or suspect a

child has experienced domestic abuse, we will follow Sunderland SSCP Threshold Guidance.

As an Operation Encompass School, when police are called to an incident of domestic abuse, the police will inform the Designated Safeguarding Lead (DSL) via Together for Children the next school day. This ensures the DSL has the most up to date and relevant information about the child's circumstances to be able to support their needs.

When we are worried about radicalisation and extremism

The Prevent duty requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation. Exploitation and radicalisation are safeguarding concerns and will be dealt with in the appropriate way.

Extremist influences could include, but are not limited to:

- family members having direct contact or involvement with extremist or terrorist groups.
- staff members of an education or community setting promoting an extremist ideology
- peers promoting an extremist ideology or sharing extremist material.
- access or exposure to online extremist material via social media or the internet – for example, propaganda including pictures, videos, blogs and fake news.
- exposure to extremist, terrorist or other violent activity in overseas settings.
- access or exposure to extremist leaflets, magazines or stickering.
- exposure to extremist groups hosting marches, protests or stalls.

All staff should look out for concerning changes in behaviour and report them to the designated safeguarding lead (DSL).

The Headteacher and DSL will assess the level of risk for pupils who attend the school considering the wider community and the context of the school. Some of the risks will be reduced when considering the school's RE & PHSE curriculum, SEND policy, assembly and external speakers policy, anti-bullying policy and the wider school's ethos and values.

We will identify a PREVENT Single Point of Contact (SPOC) who will lead the schools' work on protecting children from radicalisation. This person is named on Page 4.

The school will monitor online activity and ensure the appropriate filtering and monitoring takes place. The school will make referrals to the Channel panel following the local procedures.

When we are worried about exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both forms of abuse. CSE and CCE occur when an individual or group takes advantage of an imbalance of power to coerce, or manipulate or deceive a child into sexual or criminal activity. A child cannot consent to exploitation, abuse or trafficking and may not recognise what is happening. Children who are at risk of exploitation are victims of abuse.

For a full definition of CSE and CCE, see KCSIE 2026.

CSE and CCE can take place **with or without** any signs or indicators. If there are indicators, this is what staff should look out for:

- Unexplained money or gifts.
- Frequently absent or for prolonged periods
- Going missing (for short or long periods), or during the course of the school day.
- Being distressed or withdrawn on return.
- Disengaging from existing social networks.
- Secrecy around new associations.
- Additional mobile phones or concerning use of technology.
- Sexual health problems/ unplanned pregnancies.
- Disclosure of rape/sexual assault (and reluctance to report).
- Changes in temperament/emotional wellbeing.
- Drug or alcohol misuse.
- Involvement in criminal activity.
- Secretive behaviour.
- Unexplained physical injuries.

The experience of girls may differ from boys and indicators may be different.

CSE and CCE are a safeguarding issue. When we become aware or suspect a child is at risk of CSE or CCE we will make a referral to Children's Social Care and follow the MSET (Missing, Sexually Exploited and Trafficked) procedures
https://www.proceduresonline.com/nesubregion/p_ch_sexual_exploit.html

When we are worried about Serious violence and weapons

Serious violence may involve physical assault, carrying, threatening with or using weapons, peer conflict, bullying or criminal exploitation. Staff must report concerns about a child carrying or using a weapon, or expressing intent to do so, to the DSL immediately.

Indicators include:

- increased absence,
- changes in friendship groups,
- relationships with older individuals or groups,
- decline in educational performance, unexplained injuries, self-harm indicators, unexplained gifts or possessions, involvement in offending or criminal exploitation.

The school will consider risk around the school day, including travel to and from school and known local hotspots.

The school will follow and use the OFFENSIVE WEAPON AND KNIFE CARRYING PROTOCOL FOR EDUCATION (SUNDERLAND)

When we are worried about mental health

From time to time, children may display signs of mental health problems. Our Senior Mental Health Lead will ensure all staff are trained in recognising signs and indicators of a mental health problem. We recognise that mental health is a safeguarding issue and will be recorded in the same way as any other safeguarding concern. The DSL and the Senior Mental Health Leads *Mrs Robson and Mr Old* will work jointly to support children where a concern is raised. The DSL takes ultimate responsibility in all safeguarding cases.

We recognise that children who suffer abuse and neglect, and other trauma / adverse childhood experiences (ACEs) often have a long-lasting effect on the child that can impact

on their mental health, behaviour and education. Our DSL working with the Senior Mental Health Lead will champion the education of these children to try to mitigate any future problems.

We are not able to diagnose mental health problems, only observe children whose behaviour may suggest they're at risk of or experiencing a mental health problem and signpost to the most appropriate organisations.

When we are worried about Female Genital Mutilation (FGM)

FGM is illegal. FGM is extremely harmful and is a form of abuse and violence against women and girls. FGM is a term to describe all procedures that involve a partial or total removal of external female genitalia for cultural or other non-medical reasons. It is typically performed on girls aged 4-15 or on older girls before marriage or pregnancy.

Signs and indicators to be aware of:

- If the family are from a community that are known to practice FGM.
- A child who has a lot of bladder or menstrual problems.
- Long term absence from school (planned or unplanned).
- Changes in behaviour, emotional wellbeing / mental health.
- Not taking part in physical exercise without medical explanation.

Children might make direct or indirect disclosures. They might be worried about a 'special procedure' or 'special ceremony' taking place especially around a family holiday. A family member might be concerned for a child.

There is a legal duty on staff to report FGM if they suspect or become aware of FGM to Police.

Children should feel safe, secure and listened to

Supporting children who have a Social Worker or have had a social worker

Children may need a social worker for lots of different reasons, often due to safeguarding or welfare issues. Children who have been abused or neglected or live in complex family circumstances need additional support to feel safe and achieve. Children who experience adversity and trauma will often need additional support from their peers.

The DSL will be informed of all children who receive support from a social worker. This makes the DSL the best person to coordinate support for those children in school. Where a child has a social worker, the DSL is best placed to make decisions about the safety of this child, promote their welfare and best interests. When a child has an unauthorised absence, the DSL will be informed. The Headteacher will discuss any exclusions of children who have a social worker with the DSL before deciding to ensure it's in the child's best interests.

The DSL will champion the education attainment and achievement for all children with a social worker and promote their attainment and achievement at every opportunity.

Cared for, care experienced and kinship care children

The designated teacher, DSL and Virtual School will work together to promote the educational achievement and welfare of cared for and previously cared for children. The school will also consider additional support and information sharing for children in kinship

care, recognising the expanded Virtual School role and Working Together 2026 emphasis on family networks and kinship arrangements.

Children who attend alternative provision (AP)

From time to time, some children might benefit from attending an alternative provision (AP). Where children attend alternative provision, we accept it's our responsibility to ensure their safety. We will do this by :

- We will obtain written confirmation of appropriate safeguarding checks and require the provider to inform us of staff changes or arrangements that may place the child at risk.
- We will know where the child is during school hours, including provider addresses, subcontracted provision and satellite sites.
- We will share relevant risk assessment and safeguarding information with the provider and require daily attendance reporting and immediate sharing of safeguarding concerns.
- Placements will be reviewed at least half-termly. Any safeguarding concern will trigger immediate review and the placement will be terminated if necessary unless or until concerns are addressed.

Children with medical conditions and allergy

The school will support children with medical conditions and allergies so they can access education safely and inclusively. A medical-management incident is not automatically a safeguarding referral. It may become a safeguarding concern where it indicates neglect, abuse or exploitation, for example where essential medication or information is repeatedly withheld, putting the child at risk.

- The school will maintain and publish a medical conditions policy and allergy safety policy.
- Children requiring Individual Healthcare Plans, including allergy plans, will be identified and plans produced, shared and reviewed with parents/carers and relevant health professionals.
- All staff will receive allergy awareness training appropriate to their role, including emergency response and use of adrenaline auto-injectors where relevant.
- Serious incidents and near misses involving allergy or medical conditions will be recorded, reported where required, reviewed and used to improve practice.
- Reasonable adjustments will be made where required, including where mobile phone access is needed to manage a medical condition, such as continuous glucose monitoring.

Keeping records and sharing information

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing including when referrals are or are not made. The Designated Safeguarding Lead is the Information Asset Owner for all safeguarding and child protection records and it's their responsibility to ensure records are kept confidential, secure, up-to-date and accurate.

At Richard Avenue, we use CPOMS to store child protection records. All concerns and disclosures will be recorded in this way.

This means that child protection records are:

- kept securely and confidential.
- kept accurate with clear distinction between fact, observation, allegation and opinion.
- contain an up-to-date chronology of concerns and actions taken including referrals and other correspondence.
- transferred by the DSL when a child moves school.
- routinely audited to ensure quality – if an external person had to read the records, would they be able to make sense of the child's journey, what we have been worried about and what we have done about it? Would an external person be able to see evidence of the impact of our effective culture of safeguarding?
- recorded in writing within 24 hours.
- Where information is shared, staff will consider relevance to current risk, what is necessary for the recipient to know, clear presentation and proportionality. Information sharing will not be delayed by misconceptions about data protection where sharing is necessary to protect a child.
- The school will comply with the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025.

Children (age appropriate) and parents have the right to see what information is held about them if they request it.

Child protection and Safeguarding files will be transferred to a new school/setting within 5 working days of them being placed on the school roll.

Safe Staff, Safe Spaces Safe Children

A workforce who are highly trained and competent

We will ensure that our children benefit from having a highly trained and competent workforce ('workforce' refers to Governors, staff, students and volunteers) that always keeps them safe. We will follow safer recruitment practices and ensure the workforce reads, understands and adheres to Safer Recruitment Consortium's – Guidance for safer working practice for those working with children and young people in education settings.

The workforce will be given a copy of and asked to read the school's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education at induction. Should any member of the workforce have any queries about any of these documents, they should raise them ASAP with the DSL or through their Line Manager.

We may carry out an online search for any shortlisted candidates to identify any potential issues that may arise due to information available publicly (open-source checks.) We will tell shortlisted candidates that we will do this check.

The workforce will receive child protection training at least once every two years. The workforce will receive regular updates on child protection and training through staff meetings, via email and bulletins – at least annually.

The Headteacher and DSL will ensure safer recruitment processes are followed throughout including at application, vetting, recruitment and induction stages.

The Headteacher is responsible for ensuring the school keeps an accurate Single Central Record (SCR). The SCR includes all staff, trainee teachers on salaried routes, agency and

third-party supply staff and the checks and balances that have been made as part of the recruitment process. The SCR will include all of the statutory requirements as outlined in KCSIE 2026.

The workforce should disclose any issues that may affect their suitability to work with children including arrests, convictions, cautions, court orders, reprimands and warnings, to the Headteacher.

A workforce who behave professionally

We expect all staff to follow the school's Code of Conduct and the Safer Recruitment Consortium's – Guidance for safer working practice for those working with children and young people in education settings. All staff should ensure they have read and understood both of those documents and raise any questions with their Line Manager or Headteacher immediately.

New staff will be made aware of the expectations by the school's Deputy Head Teacher within the first week after joining the team.

Mobile Phones, cameras and other electronic devices with imaging and sharing capabilities

The use of mobile phones and personal electronic devices by students, staff, volunteers, visitors, and contractors is strictly controlled within the setting. Staff personal devices must be stored securely and out of reach during contact time with children. They must never be in 'contact areas.'

Electronic devices (including school issued devices) are prohibited in sensitive areas such as toilets and changing rooms.

Staff must not use personal devices to take photographs or videos of children under any circumstances.

Only school-owned devices (e.g. tablets, cameras) may be used to capture images or videos of children for educational purposes, such as developmental records or displays. All images must be stored securely on password-protected school servers or devices and deleted once no longer required. Devices must not leave the premises unless authorised by the Headteacher for specific activities such as trips, and must be returned immediately after use.

Images and videos must never be shared via personal social media accounts or messaging platforms. Any breach of this policy will be treated as a serious safeguarding concern and dealt with under the school's behaviour and disciplinary procedures.

In the case of a personal emergency, staff may use their mobile phones in designated non-contact areas with prior permission from the Headteacher or Designated Safeguarding Lead (DSL).

Safeguarding Training

All staff will be made aware of our systems and procedures on induction.

All staff will receive safeguarding and child protection training (including online safety, filtering and monitoring) at least once every two years. In addition to this, staff will receive regular CPD/updates in the form of briefings, meetings and news bulletins.

All staff will be made aware of how to make a referral to Children's Social Care and the Early Help Service.

All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.

All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.

All staff must be aware of our procedures for those children who are absent from education for prolonged periods and/or on repeat occasions.

Safer Recruitment

Richard Avenue Primary School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2026, Part 3)

Members of the Governing Body and SLT will be trained in safer recruitment practices. There will be a trained person on each interview panel.

We will be forensic when scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.

It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), depending on the role and duties performed, including regulated and non-regulated activity. Recognising the removal of the supervision exception (crime and policing act 2026) and reevaluating impacted roles to assess if they continue to be in non-regulated activity as outlined or whether they now require further checks

All recruitment materials will include reference to Richard Avenue Primary School's commitment to safeguarding and promoting the welfare of pupils.

Our Recruitment and Selection Policy can be found . Our policy reflects the requirements as set out in KCSIE 2026 Part Three.

The Head Teacher has responsibility for ensuring the Single Central Record (SCR) is kept up to date.

Responding to concerns and allegations against staff

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, trainee teachers volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes if we receive an allegation about an incident that happened when an individual or organisation was using the school premises for a purpose of running activities not directly commissioned by school e.g., community groups, sports organisations etc.

Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher who will follow guidance in Keeping Children Safe in Education (2026, Part four: Allegations of abuse made against teachers and other staff).
- If the concern relates to Head Teacher it should be reported to the Chair of Governors, who will liaise with the Designated Officer and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the DO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the DO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the DO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the DO advises this.

Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping Children Safe in Education (2026, Part 4).

It is essential we have a culture where all concerns about adults are shared with the right person so they can be recorded and dealt with appropriately.

A low level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set above. Low level concerns, no matter how small, should be shared with the DSL/Headteacher as soon as possible. This includes when a member of staff:

- is inconsistent with the staff code of conduct, inside or outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- using inappropriate sexualised, intimidating or offensive language.

Reports should be made to the DSL/Deputy DSL (or the head teacher/principal if it is regarding the DSL).

Richard Avenue Primary School, creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

The DSL/Headteacher will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised. Review and correct any deficits in the setting's safeguarding system.

Whistleblowing

https://richardavenue.co.uk/wp-content/uploads/2025/09/2024-Whistleblowing-Policy-1.pdf

Governors and the Senior Leadership Team are committed to creating a culture of '**it could happen here'** and welcome challenge, when required. We also want the best outcomes for all our children. When a member of staff is concerned that we are not dealing with safeguarding appropriately or feel children are unsafe at this school, those staff have a duty to do something about it.

When staff are concerned about a child's safety and feel the school is not acting appropriately, the member of staff should follow the school's whistleblowing policy. Doing nothing is not an option. Speak to your Line Manager, the Headteacher, the DSL, the Chair of Governors or the Link Governor for Safeguarding.

When staff don't feel able to raise the issue within school, they are able to contact the NSPCC's Whistleblowing Hotline by calling 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or emailing: help@nspcc.org.uk

Supervision

Responding to child protection concerns can affect anyone. Any member of staff who is affected by issues arising from child protection concerns can seek support from the DSL.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are able to carry out their responsibilities in relation to safeguarding and child protection
- Staff are able to create an environment where everyone is able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice, so they can improve over time.
- DSL supervision takes place half termly, or more often if required.

When supervision is provided to the DSL/DDSL in relation to a specific case, details of this supervision are recorded within the child's case file.

Sport, toilets, changing facilities and showers

At Richard Avenue, we will manage participation in sport and the use of toilets, changing facilities and showers in a way that keeps children safe, protects privacy and dignity, and complies with our safeguarding, equality and legal duties. This includes having regard to Keeping Children Safe in Education 2026, the Equality Act 2010, the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, where applicable.

Where the nature of a sport or physical activity means that physical strength, stamina, physique, safety or fair competition are relevant considerations, pupils may be grouped by biological sex. Where single-sex provision is necessary and proportionate for safety, privacy, dignity or fairness, pupils will take part in the group designated for their biological sex.

The school will provide separate toilet, changing and shower facilities for boys and girls where required by law. Single-sex spaces are provided to protect children's safety, privacy,

comfort and dignity. Pupils will not be required or permitted to use toilets, changing rooms or showers designated for the opposite biological sex.

Pupils aged 11 or over at the start of the school year will not be required or permitted to undress in front of pupils of the opposite biological sex. Changing and shower arrangements will be organised so that pupils do not share these spaces with pupils of the opposite biological sex.

Where a pupil or parent raises a concern about access to facilities, the school will consider whether a suitable alternative arrangement can reasonably be provided. Any alternative arrangement must preserve safeguarding, privacy and dignity for the child concerned and for all other children, and must not result in single-sex spaces being shared by pupils of the opposite biological sex.

Any individual arrangements will be agreed by an appropriate senior member of staff, clearly recorded, communicated to relevant staff on a need-to-know basis and reviewed regularly. The Designated Safeguarding Lead will be consulted where there are safeguarding considerations.

Residential visits and sleeping arrangements

All residential visits, exchanges, sports tours, camps and other overnight activities will be subject to a written safeguarding and educational visits risk assessment. Sleeping arrangements will be planned before departure and will take account of the age, needs and vulnerabilities of children, supervision arrangements, privacy, dignity and any known safeguarding risks.

Children will not share overnight accommodation with children of the opposite biological sex. This applies to shared bedrooms, dormitories, tents and any other communal sleeping arrangements.

Where a child or parent raises a concern about sleeping arrangements, the school will consider whether a suitable separate arrangement can reasonably be provided as part of the visit risk assessment. Any alternative arrangement must preserve the safety, privacy, comfort and dignity of the child concerned and all other children, and must not result in overnight accommodation being shared by children of the opposite biological sex.

Sleeping arrangements will be agreed and documented before departure and will not be changed informally by individual staff during the visit. Any safeguarding concern arising before or during a residential activity will be reported to the visit leader and Designated Safeguarding Lead without delay.

How we will work with others

Children

We want children to:

- feel safe, equal and protected.
- feel listen to.
- contribute to the development of school policies and be aware of why we have a child protection policy and what it means.
- seek help from a trusted adult when things go wrong.
- tell a trusted adult if they are worried about someone else.
- take responsibility for keeping themselves safe (age and ability appropriate.)
- keep themselves and others safe online.

Parents

We want parents to:

- read and understand school policies - if you have any questions, please contact the school directly.
- encourage their children to follow to school policies.
- discuss safeguarding issues with their children and teach them how to keep themselves safe.
- support the school in all of its safeguarding approaches and activities.
- reinforce the keeping safe messages at home.
- identify any changes in behaviour.
- ensure their children are safe online.
- seek support from school or other agencies when required.
- understand the school staff have a duty to protect children and MUST follow procedures.

Police

- When a child is suffering or likely to suffer harm, if it's appropriate, we will inform the Police immediately.
- We will develop good positive working relationship with our local Neighbourhood Policing Team and share intelligence where appropriate.
- We will report all suspected / disclosed cases of Female Genital Mutilation (FMG) to Police.
- We will use the NPCC 'When to call the police – Guide for Schools and colleges' to identify other situations where it is appreciate/necessary to call Police.

Children's Social Care

- When we suspect a child has suffered or is at risk of suffering abuse we will contact Together for Children's – Social Care.
- We will refer all concerns to the Initial Contact and Referral Team (ICRT). In the most urgent cases, this will be done by phone. All referrals to ICRT will be followed by a written referral within 24 hours.
- The DSL is responsible for recording all referrals and recording the outcome of any referrals.
- We will have a positive professional relationship with Children's Social Care and work together to safeguard pupils. When we have a dispute, we will follow the SSCP Resolving Professional Disagreements Escalation Protocol.

Sunderland Safeguarding Children Partnership

- The DSL will act as the Single Point of Contact for the three statutory safeguarding partners (police, health and the local authority/Together for Children). We will work closely with the SSCP who coordinates the work of the three statutory partners.
- We will take part in forums and consultations led by the SSCP and when required, make suggestions around how practice can be improved.
- We will complete and submit the Section 157/175 audit when requested.

School Improvement (Safeguarding)

- The TfC School Improvement Service will provide the school with high quality safeguarding support, advice and guidance that meets the needs of the school and its pupils.

Letting other organisations use our premises

- When other groups wish to use our premises, we will seek written assurances that the organisation have the appropriate policies and procedures in place regarding safeguarding and child protection and that the relevant safeguarding checks have been made in respect of staff and volunteers. *The school's SBM takes responsibility for this at Richard Avenue.*
- When services or activities are provided by the school this child protection will apply. When services or activities are provided separately by another body the governing body will seek assurance that the organisation concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate.
- The governing body will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.
- The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.
- Allegations against those involved in running activities on our school site but who are not employed or commissioned by the school will be referred to the DO by the Headteacher following our allegations management procedures.

What's the statutory framework?

Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

[ADADEMIES ONLY] Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

Document	Purpose
Section 175 of the Education Act 2002	Places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
The School Staffing (England) Regulations 2009	Sets out what must be recorded on the single central record and the requirement for at least one person on a school interview or appointment panel to be trained in safer recruitment techniques.
Education (Independent School Standards) Regulations 2014	For academies and independent schools, places a duty to safeguard and

	promote the welfare of pupils at the school.
Allegations of Abuse Against Teachers and Other Staff (2012)	Sets out expectations for managing allegations against adults working with children, including referral routes and safeguarding responses.
Child Sexual Exploitation: Definition and Guide (2017)	Provides the definition of child sexual exploitation and supports staff to recognise indicators, assess risk and respond appropriately.
Children Act 1989 and Children Act 2004	Provide the legal framework for safeguarding and promoting children's welfare, including local authority duties, child protection enquiries and multi-agency cooperation.
Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance (2018)	Supports identification and response to criminal exploitation, county lines, trafficking and associated safeguarding risks.
Early Years Foundation Stage Statutory Framework	Sets safeguarding, welfare, staffing, supervision and safety requirements for early years provision.
Keeping Children Safe in Education 2026	DfE statutory guidance. Comes into force 1 September 2026. KCSIE 2025 remains in force until 31 August 2026.
Working Together to Safeguard Children 2026	DfE statutory guidance. In force from 18 March 2026. Updates multi-agency safeguarding, Family Help, anti-discriminatory practice and multi-harm.
Children's Wellbeing and Schools Act 2026	Royal Assent 29 April 2026. Relevant school measures include allergy safety policy, mobile phone guidance, children not in school, safeguarding arrangements, information sharing and attendance.
Restrictive interventions, including use of reasonable force, in schools	DfE guidance effective 1 April 2026. Includes statutory recording and reporting duties for significant incidents involving use of force and duties around seclusion.
Working Together to Improve School Attendance 2026	DfE statutory guidance last updated 9 July 2026. Includes expectations for schools, governing bodies and local authorities.
Allergy Safety in Schools 2026	DfE statutory guidance published 6 July 2026. Requires published allergy safety policy,

	allergy training, IHPs, and learning from serious incidents and near misses.
Supporting pupils with medical conditions at school	Current statutory guidance remains in force pending wider update. Reviewed alongside 2026 allergy safety guidance.
Mobile phones in schools 2026	DfE statutory guidance from 29 June 2026, to be followed from 1 September 2026. Schools should be mobile phone-free by default.
Safer Working Practice for adults who work with children in education settings	Used to support staff behaviour, professional boundaries, technology, physical contact and conduct expectations.
Local Sunderland safeguarding procedures and SSCP Threshold Guidance	Used to retain local referral routes, Together for Children contact details and escalation arrangements.

Where to go for further information

https://richardavenue.co.uk/documents-procedure/policies/

Policy	Review cycle	Approval level
Data protection	Recommended annually	Governing body, individual governor or headteacher
Register of pupils' admission to school and attendance	Live document	Governing body, individual governor or headteacher
School complaints	Recommended annually	Governing body, individual governor or headteacher
Staff discipline conduct and grievance (procedures for addressing)	Recommended annually	For local-authority-maintained schools: governing body. For academies: governing body, individual governor or headteacher
Statement of procedures for dealing with allegations of abuse against staff	Recommended annually	Governing body, individual governor or headteacher
Children with health needs who cannot attend school	Recommended annually	Governing body
Designated teacher for looked-after and previously looked-after children	Recommended annually	Governing body
Special educational needs and disability	Annually	Governing body or proprietor
Supporting pupils with medical conditions	Recommended annually	Governing body

Policy	Review cycle	Approval level
Sex and relationships education	Recommended annually	Governing body, individual governor or headteacher
Behaviour in schools	Recommended annually	Headteacher can delegate
School exclusion	Recommended annually	Governing body, individual governor or headteacher
Health and safety	Annually	Employer
First aid in schools	Recommended annually	Employer
Premises management documents	Recommended annually	Governing body, individual governor or headteacher
Equality information and objectives (public sector equality duty) statement for publication	Every 4 years	Governing body, individual governor or headteacher