



WHOLE SCHOOL SAFEGUARDING POLICY INCLUDING CHILD PROTECTION

ADOPTED DATE: SEPTEMBER 2017

“All school staff have a responsibility to provide a safe environment in which children can learn”.

(Keeping Children Safe in Education September 2016)

Introduction

The new Ofsted inspection framework (September 2015) sets out what it expects to see for safeguarding within schools, early years and other educational settings to be considered effective.

This includes evidence to support that:

- Children and learners being protected from harm and feeling safe.
- Children know how to complain and understand the process for doing so.
- Adults who work with them are able to give a strong and proactive response to any concerns raised with them.
- Adults also know and understand the indicators that may suggest a child, young person or young adult is suffering or at risk of abuse, neglect or harm.
- Adults take appropriate action in line with local procedures and statutory guidance.

It is a statutory expectation that all schools have a safeguarding policy and that this will be reviewed at least annually in discussion with the schools' Governing Body. The policy will also make links to the Local Safeguarding Children and Adult Board requirements.

Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

Purpose and Aims

The purpose of Glemsford Primary Academy's Safeguarding Policy is to provide a secure framework for all adults working or volunteering in the school in safeguarding and promoting the welfare of those pupils who attend our school.

The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours' and the school's legal responsibilities in relation to its pupils.

Ethos

Safeguarding in Glemsford Primary Academy is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five 'Every Child Matters' Outcomes.

Glemsford Primary Academy recognises the contribution it can make in ensuring that all pupils registered or who use our school, feel that they will be listened to and have appropriate action taken to address any concerns they may raise. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something. All staff and regular visitors will, either through training or induction know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.

The school will ensure to provide activities and opportunities in the PHSE curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents and carers.

Responsibilities and expectations

Glemsford Primary Academy has a Governing body whose legal responsibility it is to make sure that the school has an effective Safeguarding Policy and procedures in place and to monitor that the school complies with them. The Governing body should also ensure that the policy is made available to parents and carers if requested. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Headteacher, Chair of Governors and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Designated Safeguarding Lead** is **Charlie Martin** (Assistant Headteacher & SENCO)
If she is not available, then:

The **Designated Safeguarding Lead Alternates** are **Kelly Sorrell** and **Ben Jeffery**
(*This person can also be contacted with any safeguarding concerns*).

The **Named Safeguarding Governor** is **Claire Martin** (07538 827393)

The **Chair of Governors** is **Claire Martin** (07538 827393)

The Schools **Online safety** lead is **Charlie Martin**

The **Designated Teacher for Children in Care** is **Charlie Martin**

The **LADO** is **Rennie Everitt** and **Dian Campbell**

The Director for Children and Young People Service has identified dedicated staff to undertake the role of Local Authority Designated Officers. LADOs can be contacted via email on LADOCentral@suffolk.gcsx.gov.uk or by using the LADO central telephone number **0300 123 2044** for allegations against all staff and volunteers.

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every two years. They are responsible for regularly updating staff on safeguarding and child protection as well as for the induction training for all new staff.

Safeguarding training is delivered by trainers who hold a valid T4T (Training for Trainers) safeguarding certificate, approved by the LSCB. The Designated Safeguarding Lead is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions and assessments to safeguard and promote the child's welfare.

The Designated Safeguarding Lead is also required to complete a safeguarding self-review assessment annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in an action plan which will be signed off and monitored by the Named Governor for Safeguarding on behalf of the governing body of the school, to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have a quality assurance role in ensuring the school is meeting its safeguarding requirements under the Education Act 2002 for academies.

All Child Protection concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Designated Safeguarding Lead immediately.

The DSL or DSL alternates will always be available either on site or via phone. Where a trip is taking place, staff will have the contact number for the DSL on their risk assessment. They will also carry Disclosure Forms to record any disclosures immediately to the DSL.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to Children's social care or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Connexions or School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Safeguarding Lead in the first instance. Any records made should be kept securely on the Child's child Protection file.

A referral should not be delayed in order to discuss with the school's Designated Safeguarding Lead, if it is felt/identified that a child is at immediate risk and the Designated Safeguarding Lead is unavailable. If you remain concerned for a child's **immediate** welfare, refer to children's social care via Customer First using the number **0808 800 4005 or call 999**.

Recognising concerns, signs and indicators of abuse.

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical Abuse

This form of abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness to a child. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

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 children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, though it may occur alone. Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behaviour or fearfulness.
- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

Sexual Abuse

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

Neglect

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 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.

(Source: Keeping children safe in education – September 2016)

Procedures

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ Do not investigate or ask leading questions. ¹However you may be asked to gather enough information to contribute to good decision-making and an assessment of risk).
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Designated Safeguarding Lead as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

It is important that the 'best interests' of the child are always considered.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

¹ Using open questions to support the child in giving a brief account of what may have occurred without leading a child. Questions like 'Tell me about what happened.' 'Explain how you got that bruise' or 'Describe how you felt when'...(T.E.D), may help the child to say what happened, who it involved and how that made them feel and will help with multi-agency risk planning for CSC or the Police to see what is the most appropriate response and action to be taken.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the LADO on the same day. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by dedicated LADOs who cover the county. This will constitute an initial evaluation meeting or strategy discussion involving the LADO and the Police or appropriate multi-agency partners. Dependant on the allegation being made, Head teachers will need to:

- ◆ Refer to the LADO immediately and follow up in writing within 48 hours. In Suffolk schools should also notify the Strategic Lead Resolution Officers in the appropriate area.
- ◆ Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the Disclosure and Barring Service where a member of staff has been dismissed or removed or would have been, had they not resigned, due to safeguarding concerns. **This is a legal duty and failure to report to the DBS where the criteria have been met, is a criminal offence.**

If you are concerned that a member of staff or adult in a position of trust poses a risk of harm to a child or young person or that they might already have harmed a child or young person, you should report your concerns to the Head teacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools' Whistle blowing policy.

Allegations against a teacher or member of staff who is no longer teaching or works at the school should be referred to the police. Historical allegations of abuse should also be referred to the police.

More guidance on managing allegations can we found at the following links: [Suffolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#)

Source: Keeping Children Safe in Education (September 2016) Part Four.

Training

All members of staff and volunteers will have access to whole school safeguarding training at least every two years. We will also, as part of our induction, issue information in relation to our staff handbook, safeguarding policy and any policies related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our Designated Safeguarding Lead and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and

support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Chair of Governor's and Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Useful Contacts:

Suffolk Local Safeguarding Children Board www.suffolkscb.org.uk

Customer First: 0808 800 4005

Police: 999

Suffolk Cybercrime unit: 101

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

Child Exploitation and Online Protection Agency www.ceop.org.uk www.thinkuknow.co.uk

Current Safeguarding Issues

The following safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which were available can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk or schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence – see also below
- drugs
- fabricated or induced illness
- faith abuse – see also below
- female genital mutilation (FGM) – see also below
- forced marriage – see also below
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- peer on peer abuse – see also below

- private fostering – see also below
- radicalisation – see also below
- sexting – see also below
- teenage relationship abuse
- trafficking – see also below

Child Sexual Exploitation

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people at Glemsford Primary Academy we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our e-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

Domestic Violence and Abuse

A new government definition of domestic violence (DV) has been developed and came into use in March 2013. It changed the definition to one of *domestic violence and abuse* (DVA). The new definition now includes 16 and 17 year olds, recognising that they are the largest group to experience domestic abuse and violence. It is now defined as:

‘Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: psychological; physical; sexual; financial; emotional’.

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, Glemsford Primary Academy will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

Online Safety including sexting and cyberbullying

Our Online Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse including sexting or cyber bullying we will report our concerns to the appropriate agency.

Gangs and youth violence

At Glemsford Primary Academy we will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Glemsford Primary Academy is a safe place to learn and work.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Glemsford Primary Academy to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Glemsford Primary Academy is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Vulnerability to Radicalisation and Extremism

It is essential that our staff are able to identify pupils/students who may be vulnerable to radicalisation, and know what to do when they are identified. Glemsford Primary Academy sees protecting our pupils/students from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar to protecting pupils/students from other risks (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. All staff will have access to a general Prevent awareness programme to be able to understand and identify any risks to pupils at risk of radicalisation and report their concerns to our Designated Safeguarding Lead and when it is appropriate to make a referral to the Channel panel. Channel is a panel which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Glemsford Primary Academy does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Abuse linked to Faith and Beliefs

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

Female Genital Mutilation

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Glemsford Primary Academy we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place. There is now a mandatory duty placed on school staff to report to the Police, any suspected case of FGM where they discover that this act has been carried out on a child under the age of 18 years. School staff are not required to examine a child, even though it will be rare that visual evidence of FGM will be seen, but where there is a direct or indirect disclosure that the act of FGM has been carried out, the usual child protection procedure of the school should be followed.

Forced Marriage

Glemsford Primary Academy does not support the idea of forcing someone to marry without their consent and will follow LSCB procedures to refer any child and young person immediately to Children's social care.

Honour Based Violence

Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour based violence at Glemsford Primary Academy will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Peer on Peer Abuse

Children should be free from harm from both adults and other children. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Safeguarding issues raised may also include, physical abuse or allegations made against an older pupil towards a younger or more vulnerable pupil. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Behaviour that negatively impacts on the learning and well-being of other pupils and their behaviour might also be dealt with under the school's behaviour policy. However, staff should be able to recognise

and identify the difference between a behaviour management issue and a safeguarding peer on peer abuse issue.

Safer Staff

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At Glemsford Primary Academy we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. That all of our staff are appropriately qualified and have the relevant employment history, references and vetting checks to ensure that they are safe to work with children in compliance with the Key Safeguarding Employment Standards, the disqualification by association and a prohibited order check for teaching staff.

All staff will have access to and be expected to know our school's policy for physical intervention and safe restraint. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for physical intervention and safe restraint must be adhered to. If staff, visitors, volunteers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long and what they are doing. Doors, ideally, should have a clear glass panel in them and be left open / unobscured.

All adults that come into regular contact with children at our school, will be recorded on our Single Central Record.

See staff handbook for more details.

Safer Children

Records and Monitoring

If we are concerned about the welfare or safety of any child, adults in our school will record their concern on the agreed report form and give this to the Designated Safeguarding Lead. Blank copies of these forms are stored in a clearly marked file in the staff room or are available from the Designated Safeguarding Lead or alternative. Any information recorded will be kept securely in a locked filing cabinet. Children with active cases / involvement of other agencies and services shall have separate files kept. These files will be the responsibility of the Designated Safeguarding Lead and information will only be shared within school on a need to know basis for the protection of the child.

Any safeguarding information will be kept in these files. Copies of referrals, invitations to child protection conferences, core groups and reports will also be stored here.

Reports of a concern to the Designated Safeguarding Lead must be made in writing and signed and dated by the person with the concern.

If a child leaves our school we will ensure that our Designated Safeguarding Lead makes contact with the Designated Safeguarding Lead at the following school and the file will be forwarded under confidential cover. Acknowledgement of receipt will be sought from the receiving professional.

Child Protection Conferences/Multi-agency planning meetings

A child protection conference will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm or if the child is already subject to a child protection plan. A review conference is held to monitor the safety of the child and the required reduction in risk. Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Social Care services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Staff may be required to attend child protection conferences or core group meetings to represent the school. The person attending will need to have as much relevant up to date information about the child as possible; This is most likely to be available from a class teacher. All reports for child protection conferences will be prepared in advance using the required county report format. The information contained in the report will be shared with parents at least one day before the initial child protection conference and at least 48 hours before the review conference and should be prepared using the county report format for conference.

For further advice on anything in relation to this policy speak to the Designated Lead or visit the LSCB website at www.suffolkscb.org.uk

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Glemsford Primary Academy is a safe place in which to learn and work.

The Professional Advisor for Safeguarding in Education can be contacted via email on Lorna.Jackson@Suffolk.gcsx.gov.uk or by using the telephone number 01473 263942 to discuss any quality of care issue or for consultation and advice.

To book safeguarding training in schools please speak to the Designated Safeguarding Lead or visit www.schoolschoice.org

REVIEW DATE: SEPTEMBER 2018

CHAIR OF GOVERNORS: _____