



# ASHFIELD JUNIOR SCHOOL

## CHILD PROTECTION POLICY AND PROCEDURES

**Current Version- 2019**

**Author- Sue Frost**

At the time of publishing, the following roles were held:

Designated Safeguarding Lead:

**Elaine Thwaites**

Deputy Designated Safeguarding Lead:

**Sue Frost**

Designated Teacher for Children Looked After (required where there are 'children looked after' on the School roll)

**Zoe Smith**

Safeguarding Team member:

**Ilona Tooley**

Safeguarding Governor:

**Sarah Layzell**

Approved by<sup>1</sup>: \_\_\_\_\_

Date: \_\_\_\_\_

<sup>1</sup>This document requires approval from either the Governing Body or Proprietor

<sup>2</sup>This document must be reviewed annually

## REVIEW SHEET

| Review Date    | Changes made since last policy   | By whom  |
|----------------|--|--|
| February 2015  | Full policy audit. Key changes made. Name and responsibilities changed. References to KCSIE.   | S Frost  |
| June 2016      | Name and contact changes. References to changes in KCSIE   | S Frost  |
| February 2017  | Full policy audit and audit following KCSIE updates- to include SSIs, role of the Designated Safeguarding Lead and deputy.<br>Merging of the Safeguarding Policy and Child Protection Policy.                              | S Frost (in conjunction with Kym Allan Consultancy)  |
| April 2018     | Policy reviewed and rewritten following Safeguarding Review with Jeanette Wright of Safe Haven Consultancy. Changes made to reflect the school's individual character and slim down some sections to make more accessible. | S Frost (in conjunction with Safe Haven Consultancy) |
| September 2018 | Updated to be in line with the new 'Keeping Children Safe in Education'. This followed training on the changes delivered by Safe Haven (attended by SF & ET).  | S Frost & E Thwaites                                 |
| September 2018 | Additional member of Safeguarding Team added.  | S Frost  |
| September 2018 | New Safeguarding Governor name added.  | S Frost  |
| March 2019     | Elaine and Sue swapped DSL roles.<br>Updated dates of Working Together to safeguard children document.   | S Frost  |
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# POLICY STATEMENT

## 1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'Designated Officer' or 'DO' is used, this refers to the role formerly known as the Local Authority Designated Officer (LADO) which was renamed Designated Officer in 'Keeping Children Safe in Education' July 2015.

Wherever the term 'school' is used this also refers to wrap around care provided by the setting e.g. After School Clubs and Breakfast Clubs.

## 2. Introduction

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

**Child protection is a part of safeguarding** and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

This policy applies to pupils, staff, governors and visitors/volunteers who come into the school.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children, including how children are taught about safeguarding and how to stay safe on line & how this is managed. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. This Child Protection Policy and procedures must be read in conjunction with the school **Overarching Safeguarding Statement** and other school Policies and procedures (See Section 6 below).

## 3. Ethos

At Ashfield Junior School the health, safety and well-being of all our children is of paramount importance to all the adults who work or volunteer here. All of our children have the right to protection, regardless of age, gender, ethnicity or disability. They have a right to be safe in our school; this is enhanced by the adoption of the School Behaviour Policy & Anti Bullying Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff, governors and volunteers who work in school.

We are also committed to establishing a safe and secure physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004:

- Be healthy (physically, mentally and emotionally);
- Stay Safe (protection from harm and neglect);
- Enjoy and Achieve (via education, training and recreation);

- Make a positive contribution to the school community and general society;
- Achieve social and economic well-being.

The School regards Child Protection as an essential task of **all** its staff, governors and visitors/volunteers who come into school. We are committed to protecting and safeguarding pupils in school.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, visiting adults, governors etc. or external sources – school community, external agencies or individuals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and, where appropriate, dealt with. Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration. Misconduct by other staff will be dealt with under normal school disciplinary procedures.

### **Our School:**

The use of a variety of SMSC materials such as The Golden Rules, Character Strengths, circle time and assemblies help to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. The school places a high priority on global learning through our curriculum, discussion around current global issues, developing global citizenship characteristics and focusing on the achievement of the UN Global Goals.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including on-line) to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage them to develop essential life skills and protective behaviours. The Jigsaw PSHE (Personal, Social, Health and Economic Education) curriculum and, where relevant, Sex and Relationship Education includes elements of how children can recognise different risks in different situations and how to behave in response. It equips children with the skills needed to keep themselves safe and empower them to feel safe. We have a number of focus weeks throughout the year to focus on specific issues such as bullying, safer internet use and road safety. We are also a Kidsafe school and use Real Love rocks in Year 6.

The School is committed to creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right and where they feel safe, secure and respected. We strive to maintain our school ethos 'Together We Achieve' and our values of Teamwork, Kindness & Honesty.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and, where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

Every effort is made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of the Education Act 2002 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

## 4. Aims

There are four main aims to our Child Protection Policy:

- Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils;
- Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- Support:** by providing support for pupils and school staff and for children who may have been or are being abused.
- Action:** we will do everything possible to safeguard and protect our pupils.

We will do these things by:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity';
- ensuring all staff and volunteers are aware of and follow the DfE statutory guidance 'Keeping Children Safe in Education' (September 2018) and any additional updates;
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to School Behaviour Policy for details);
- raising awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children's lives at home or elsewhere;
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication/language difficulties or who use alternative/augmented communication systems. We know that there can often be additional safeguarding challenges in the protection of SEN pupils;
- ensuring that staff have the skills, knowledge and understanding necessary to support 'children looked after' and to keep them safe;
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and pupils' physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met;
- maintaining robust records, Policies and procedures.
- Use CPOMS to record safely and securely any concerns regarding safeguarding.

## 5. Entitlement

We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Each child in our school, regardless of their background or home circumstances could be the victim of child abuse, whether it is by a parent, other adult known to them or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe and who to ask for help if their safety is threatened.

## **6. Implementation**

This Policy and supporting procedures applies to all who come into contact with children in the School, including: teachers, supply teachers, learning support staff, teaching assistants, mid-day supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors.

This Policy should be read in conjunction with other related school Policies and procedures including:

- Overarching Safeguarding Statement
- Health and Safety Policy
- Online Safety Policy
- Behaviour Policy and procedures
- Anti-Bullying Policy
- Sex Education Policy
- Safer Recruitment procedures
- School Single Central Record (restricted access)
- Accessibility Plan
- Data Protection Procedures
- Supporting Pupils with Medical Conditions Policy and procedures
- Special Educational Needs Policy/Information Report
- Intimate Care procedures
- Educational Visits procedures
- First Aid and Accident procedures
- Attendance procedures
- Missing Child procedures
- Risk Assessments (incl. Fire Safety)
- Premises Management including security measures (formal inspections and Buildings Register)
- Lettings arrangements

## **7. Review**

This Policy will be reviewed annually (as a minimum) and more often should legislation or statutory guidance change.

# PROCEDURES

## 1. Roles and Responsibilities

All governors and staff have a shared responsibility to safeguard children.

### 1.1 The Role of the Governing Body/Proprietors

The Chair of Governors will liaise with the Designated Officer (DO) appointed by the Local Authority and partner agencies in the event of allegations of abuse made against the Head teacher.

**The Governing Body is accountable for ensuring their establishment:**

- has a senior lead to take leadership responsibility for the setting's safeguarding arrangements with the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff, liaising with the LA and working with other agencies (Vice Chair- Sarah Layzell);
- has appointed an appropriate senior member of staff, from the school leadership team to the role of Designated Safeguarding Lead (DSL) with a named deputy. The DSL will take lead responsibility for safeguarding and child protection. These roles are taken by Elaine Thwaites and Sue Frost. This responsibility is explicit in the role-holder's job description;
- contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children', March 2015 and HM Government 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers';
- provides a co-ordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans to provide additional support to children subject to child protection plans;
- has effective Policies and procedures in place for child protection and staff behaviour (part of the School Behaviour Policy and the Staff Code of Conduct) and Online Safety which are provided to staff and volunteers on induction;
- has safeguarding arrangements which take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the Cumbria SCB;
- actively promotes Global citizenship and 'British values' as part of the school's broad and balanced curriculum in order to ensure pupils' spiritual, moral, social and cultural (SMSC) development;
- assesses the risk, taking local context into account, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- has a culture of listening to children, taking account of their wishes and feelings, both in individual decisions and the development of services;
- has Safer Recruitment procedures in place;
- prevents people who pose a risk of harm from working with children (either paid or unpaid) by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised;
- has at least one person on any appointment panel who has undertaken safer recruitment training (Sue Frost);
- has procedures for dealing with allegations against members of staff and volunteers that comply with DfE statutory guidance 'Keeping Children Safe in Education', Cumbria SCB, LA and locally agreed inter-agency procedures;
- has procedures for dealing with allegations against other children (peer on peer abuse). This will generally be in accordance with the school Behaviour Policy & Anti-Bullying Policy and procedures in the first instance, other more serious allegations will be dealt with following advice from the Cumbria Safeguarding Hub – see Section 5;

- has appointed a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training – **Zoe Smith**;
- ensures that staff have the skills, knowledge and understanding necessary to keep ‘children looked after’ safe and have the information they need in relation to a child’s ‘looked after’ legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- operates a whistle blowing procedure and will remedy any deficiencies or weaknesses in regard to child protection arrangements that is brought to its attention without delay;
- has appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- ensures the child’s wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- ensures staff members are aware that they must not promise confidentiality to a child and must always act in the best interests of the child;
- has an annual child protection item on the Governing Body agenda and each agenda of the appropriate Governor’s Sub-Committee Meeting;
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis.

## **1.2 The Role of the Head teacher**

It is the responsibility of the Head teacher to:

- ensure that the Policies and procedures adopted by the Governing Body are fully implemented and followed by all staff and, where appropriate, by other adults;
- ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake in the school and that this induction includes a section on the procedures to follow if they are worried about a child or the management of child protection generally in the setting;
- ensure all staff and, where appropriate, volunteers attend or are given access to training in child protection procedures and strategies to enable them to identify children who may be at risk from all forms of abuse or harm;
- ensure sufficient resources and time is allocated to enable the Designated Safeguarding Lead (where this is not one and the same person) and other staff to discharge their responsibilities, including attending training at regular intervals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing procedures.

## **1.3 The Role of the Designated Safeguarding Lead (DSL)**

During term time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Arrangements are made to ensure that access to the DSL or deputy will be available to staff during off-site visits or other extra-curricular activities.

There will always be cover for this role and the deputy DSL and other members of the safeguarding team will be trained to the same standard as the DSL.

The Safeguarding Team have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training. The DSL is also the ‘Prevent Single Point of Contact’ (SPOC).

## 1.4 The Role of the Designated Teacher for Children Looked After

The Designated Teacher (**Zoe Smith**) has lead responsibility for helping school staff understand the things which affect how children looked after learn and achieve in line with the DfES Role and Responsibilities of the Designated Teacher for Looked After Children (2009).

The Designated Teacher will:

- promote a culture of high expectations and aspirations for how children looked after learn;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children making full use of Assessment for Learning;
- make sure that children looked after are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

## 1.5 The Role of Teachers

Teachers, including the Head teacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the Teacher Standards 2011 (updated 2013).

## 1.6 The Role of ALL Staff

- All school staff have a responsibility to provide a safe environment in which children can learn.
- All staff should know what to do if a child tells them he/she is being abused or neglected.
- All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL/ Deputy DSL. Staff may be required to support other agencies and professionals in an early help assessment.
- All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Deputy DSL, sharing information with other professionals to support early identification and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff should be aware of the process for making referrals to children's social care and of the role they might be expected to play in assessments following that referral.
- All staff have a responsibility to read and properly understand 'Keeping Children Safe in Education Information for All School and College staff', DfE guidance 'What to do if you're worried a child is being abused', the School Code of Conduct for staff and other adults who work with children, the School's Child Protection Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case.
- If a staff member has any concerns about a child there should be a conversation with the DSL/Deputy DSL to agree a course of action, although any staff member can make a referral to Children's Social Care. If a referral is made by a member of staff, they should inform the DSL as soon as possible.
- If at any point there is a risk of immediate serious harm to a child a referral will be made Cumbria Safeguarding Hub immediately – **anybody can make a referral**;

## 2. Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of the children at risk.

### **We will endeavour to support pupils through:**

- a curriculum which encourages self-esteem and self-motivation;
- being a 'listening school';
- the school ethos which promotes a positive, supportive and secure environment where everyone is valued;
- listening to the child's views and concerns with an open mind;
- the implementation of a shared Behaviour Policy and procedures;
- a consistent approach which supports all children;
- regular liaison with other professionals and agencies who support the pupils and their families;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

In addition to the above, as part of wider safeguarding responsibilities, school staff will be alert to:

- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- pupils accessing extremist material on-line, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- local schools, LA services and police reports of issues affecting pupils in other schools or settings;
- pupils voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our Single Equality Scheme, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others;
- anti-western or anti-British views.

### **2.1 Children who may be particularly vulnerable**

Some children may be at increased risk of neglect and/or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- living in a known domestic abuse situation;
- affected by known parental substance misuse;
- at risk of fabricated or induced illness;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language.

We refer to guidance issued by the Cumbria SCB in relation to the above.

## 2.2 Pupils with SEN/Disabilities

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## 3. Recognising Types of abuse and neglect and significant harm

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

All school and college staff are made aware that 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.

### 3.1 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. They may be abused by an adult or adults or another child or children.

### 3.2 Physical Abuse

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

### 3.3 Emotional Abuse

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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children to frequently 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.

For more information, see our procedures for preventing and dealing with bullying within the **School Behaviour Policy**.

### 3.4 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.

### 3.5 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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.

### 3.6 Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk).

All staff have an awareness of specific safeguarding issues – some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

The Cumbria SCB Procedures Manual provides specific guidance on a range of safeguarding issues which settings may have to address.

The DfE statutory guidance 'Keeping Children Safe in Education' provides additional information on the following:

***Child Sexual Exploitation (CSE)*** – all suspected cases of CSE will be referred to the Cumbria Safeguarding Hub.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent CSE.

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Some of the warning signs are that the child:

- may become especially secretive and stop engaging with their usual friends;
- may be associating with, or develop a sexual relationship with older boyfriends or girlfriends or with other young people involved in exploitation;
- may go missing from home or care – and be defensive about their location and activities, often returning home late or staying out all night;
- may be missing school;
- may be in possession of new, expensive items which they couldn't normally afford, such as mobile phones, iPads or jewellery;
- may suffer from changes in emotional well-being;
- may misuse drugs and alcohol;
- may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste;
- may look tired and/or unwell, sleeping during the day;
- may suffer from sexually transmitted infections or become pregnant;

- may have marks or scars on their body which they try to conceal;
- may adopt new 'street language' or respond to a new 'street' name.

**Sexting**– All incidents involving youth produced sexual imagery (sexting) will be responded to in line with this Policy and procedures.

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and sexting will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour. Further and more specific advice is contained within the document 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UK Council for Child Internet Safety ).

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

**So called 'Honour based' violence (HBV)** – Honour based violence includes crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and will be handled and escalated as such.

From October 2015, teachers (described in the legislation as those persons employed or engaged to carry out teaching work at schools and other institutions in England) have been under a mandatory duty to report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's DSL and involve the Cumbria Safeguarding Hub as appropriate. Reference should also be made to the HM Government Multi agency statutory guidance on female genital mutilation, April 2016.

**Preventing Radicalisation/Prevent** – Protecting children from the risks of radicalisation and extremism is seen as part of this school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. From July 2015, schools are under a statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk Assessment – we will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation.
- Working in Partnership – we will ensure that our procedures take into account the policies and procedures of Cumbria SCB.
- Staff training – we will ensure that staff have access to Prevent awareness training in order to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the DSL/deputy DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- Online Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community

cohesion. We seek to protect children and young people against the messages of all violent extremism.

We are aware of and understand when it is appropriate to make a referral to the Channel programme and/or the Safeguarding Hub.

**Children Missing from Education** – A child going missing from education is a potential indicator of abuse or neglect. The School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in future. We follow and adhere to Cumbria SCB guidance and procedures on Children Missing Education.

It is our responsibility to inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

**Peer on Peer abuse**-All staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/ sexual assaults and sexting. AJS does not tolerate any type of peer on peer abuse and all concerns should be reported to the DSL/Deputy DSL and action taken. AJS aims to approach peer on peer abuse through:

- Prevention, through education (including parents)
- Identification- through staff training and advice from specialist agencies
- Early intervention- extra educational input
- Referral pathways- specialist provision

The school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation and to promote equality, regardless of gender stereotypes or other differences and similarities. This is age appropriate and taught through our Jigsaw scheme;
- Safe access to the internet ensuring appropriate filters and monitoring systems are in place to protect learner from harmful materials;
- The school ethos and building which promotes a positive, supportive and secure environment which gives all pupils and adults a sense of being respected and valued;
- The implementation of school behaviour management policies;
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- Regular liaison with other professionals and agencies that support the pupils and their families;
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so;
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations;
- Create an 'open environment' where students feel comfortable and safe to discuss any problems they are facing.

**Hazing**- The practise of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in different social groups, gangs, sports teams and institutions. The initiation rites can range from relatively benign pranks to protracted patterns of behaviour that can rise to the level of abuse or criminal misconduct. It may include nudity or sexual assault. We are aware this could look different at different ages in our school but we are vigilant.

**Child Criminal Exploitation/ County Lines**-There has been a growing trend in 'county lines' drug-dealing networks over the last few years. Combatting this dangerous and exploitative issue is most likely to be successful through a co-ordinated multi-agency approach. In the North West, the

organised crime unit, TITAN, has published advice to schools, focusing on initial awareness-raising and reporting processes. The campaign aims to publicise the issue of 'County Lines', a tactic in which organised crime groups from large urban areas recruit others to travel to rural or coastal towns to sell Class A drugs for them. Gangs typically use children and vulnerable adults to transport and/or deal drugs to customers. These victims are recruited using intimidation, deception, violence, debt bondage or grooming. During this process the 'victims' are likely to commit criminal offences.

The term 'County Lines' refers to the business model whereby a marketed mobile phone line known as 'the line' is used to order drugs for customers 24 hours a day.

Often the young people/vulnerable adults that are exploited to deliver drugs have similar circumstances/ backgrounds and can include:

- Drug addicts/ drug debts/drug experimentation (in younger children);
- Alcoholics or under-age drinking;
- Mental health problems or learning difficulties;
- In a relationship or friendship with a gang member;
- Come from deprived backgrounds or broken families;
- Young people who often go missing from home;
- Young people who frequently skip school;
- Looked after children/ under social services.

Local forces and Titan have joined together with Crimestoppers to raise awareness of the signs and symptoms to look out for and how the public can help by sharing information anonymously. If people or professional suspect it is occurring where they live they should call Crimestoppers anonymously on 0800 555 111.

#### **4. What school staff should do if they have concerns about a child**

Refer also to Section 5.

If staff members have concerns about a child they should input these concerns onto the school's CPOMS facility and raise these with the Safeguarding Team. This also includes situations of abuse which may involve staff members (refer to Whistle blowing procedures at Section 11).

All staff are required to report any concerns. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm; it is crucial that staff record and pass on their concerns in accordance with these procedures to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect. CPOMS allows the school to build up this accurate chronology of events.

The DSL/Deputy DSL will decide whether to make a referral to Cumbria Safeguarding Hub, but it is important to note that where a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the Safeguarding Hub directly. Alternatively, the NSPCC have a whistleblowing advice line for professionals who have concerns over how child protection issues are being handled in either their or another organisation. <https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments should identify what help the child and family require in order to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early Help Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Cumbria Safeguarding Hub immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Refer to the 'Action' flowchart on page 10 of 'Keeping Children Safe in Education', September 2018 which is replicated at Appendix C.

## 5. Dealing with Disclosures from Children

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in school s/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This record must be inputted into the CPOMS system.

Inform the Designated Safeguarding Lead (DSL)/ Deputy DSL, **Elaine Thwaites/Sue Frost**, who will evaluate the assessment and concern record. Initial contact will be made with Cumbria Safeguarding Hub where necessary (see below).

The DSL can make a telephone referral to Cumbria Safeguarding Hub (see below) and confirm in writing via the Cumbria Safeguarding Hub Single Contact On-line Form. **The initial referral may be made by telephone but must be followed up via the on-line reporting system within 48 hours.**

If a referral needs to be made, or consultation with any other agency then we recognise that it is good practice to inform parents and child of actions to be taken unless this puts the child at further risk of harm.

The LA should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. The Deputy DSL will follow up on a referral should that information not be forthcoming. If, after a referral, the child's situation does not appear to be improving the DSL/ Deputy DSL will press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

*All adults in school have a shared responsibility to safeguard and promote the welfare of all children.*

### **Cumbria Safeguarding Hub**

**Tel: 0333 240 1727**

**E mail: [safeguardinghub.fax@cumbria.gov.uk](mailto:safeguardinghub.fax@cumbria.gov.uk) (please ensure that e mails sent to this address are password protected and the password forwarded in a further e-mail).**

The service enables callers to outline their concerns and the Cumbria Safeguarding Hub will give advice and if necessary undertake assessments of need. Appendix C provides a flow chart of actions to be taken by the school and other agencies where there are concerns about a child.

**This service is available any time of day or night**

Staff must be aware that:

- it is not the responsibility of teachers, other staff or volunteers to investigate suspected cases of

- abuse;
- they should not take any action beyond that agreed in the procedures established by the setting and the Cumbria Safeguarding Children Board (SCB);
- they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

### Listening to Children

Experience and consultation with children show that a child will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Working Together to Safeguard Children (July 2018) describes what children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. School will seek to demonstrate to children that it provides them with a safe environment where it is okay to talk.

Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. They will record the discussion with the pupil as soon as possible and take action in accordance with the school's child protection procedures.

If a child chooses to disclose, the member of staff or other adult in the school **WILL:**

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that this information must be passed on;
- make a careful record of what was said.

Staff or other adults will **NEVER:**

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the person/s allegedly involved;
- forget to record what has been said;

- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

**Vulnerable Groups:** For children with communication/language difficulties or who use alternative/augmented communication systems, staff and other adults may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children. In some cases, it may be appropriate to seek the services of a professional interpreter.

## 6. Induction and Training

All school-based staff including the Head teacher (where he/she is not the DSL) are required to undertake an appropriate level of safeguarding and child protection training at induction. This training will be updated regularly. We will train all staff and volunteers (where appropriate) to understand the Overarching Safeguarding Statement and this Child Protection Policy and procedures, and ensure that all adults have up to date knowledge of safeguarding issues. In addition, all staff members can receive regular safeguarding and child protection updates (for example, via e-mail, memos, staff meetings/briefings etc.), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Appropriate training and regular updates will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in a child's behaviour;
- deterioration in a child's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- a child's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
- recognising inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- internal school procedures, roles and responsibilities;
- dealing with a disclosure from a child;
- whistle blowing procedures as they refer specifically to Child Protection;
- the school Single Equality Information/Objectives; and
- general health, safety and welfare issues.

Training is organised by the DSL in line with Cumbria SCB guidance.

All staff have undertaken whole school Safeguarding Training which will be refreshed every three years and updated on a regular basis by the DSL or other external source.

All staff and volunteers working in 'Regulated Activity' are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff – September 2018, DfE guidance 'What to do if you're worried a child is being abused', March 2015; the Cumbria SCB Summary of Allegations Management Procedures Flow Chart; the school's Child Protection Policy and procedures and the School Code of Conduct for staff and other adults.

## 7. Record Keeping

Staff will record any welfare concern that they have about a child on CPOMS, with a body map where injuries have been observed to be passed to the DSL/ Deputy DSL. Records must be completed as soon as possible after the incident/event. Staff must be aware that their records might have to be used as evidence in court, and must therefore be mindful of the need to distinguish fact from opinion. However, staff must not attempt to investigate a situation themselves. If CPOMS is not accessible blank Child Disclosure/Concern Records are kept in **Mrs Thwaites' office and the main school office.**

A record will be made of all incidents where pupils have expressed racist, homophobic, extremist or radical views which will be monitored at a senior level.

When forwarding files to a receiving school, a chronology of the information, a record of the date of transfer and date of confirmation of receipt by the next school will be kept.

All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher. Confidential files which have to be posted (e.g. for out of County moves) should be marked private and confidential and sent via the 'Special Delivery' postage route where its whereabouts at any time can be tracked.

## **8. Allegations against Members of Staff or Volunteers**

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures published on the Cumbria SCB website and Part four of 'Keeping Children Safe in Education' – Allegations of abuse made against teachers and other staff.

Cumbria SCB has produced a Summary of Allegations Management Procedures Flowchart which can be found at Appendix D. A copy of this flow chart is provided to all individuals working in school and to new starters as part of their Induction.

To report a concern in writing to the DO, the notification form (available either from the Cumbria SCB website or from the KAHSC website) must be used.

Completed forms must be sent to the Cumbria Safeguarding Hub, using any of the following methods:

**(Please note: if sending by e-mail the document must be password protected)**

- Fax: 01768 812090
- EMail: [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)
- Post: DO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ
- Please note if you are worried that a child is at **risk of immediate harm** please contact Cumbria Safeguarding Hub on **0333 240 1727** or click here [How to refer a child](#).

To speak to a DO for advice, contact the Multi-Agency Business Support Team who will take your details and ensure a DO returns the call:

Phone: **01768 812267**

Or you can email [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)

DO working hours are Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm.

- In case of emergency outside of the above hours contact **Emergency Duty Team** on **0333 240 1727**.

Allegations are managed in accordance with Cumbria SCB Procedures Manual (March 2015)

**All staff will be made aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

For more detailed guidance on how to respond to allegations against staff or volunteers, please refer to the Cumbria SCB guidance and Section 11 on **Whistle blowing**.

## 9. Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Adults working in the school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable child who is targeted. These children need adults they can trust to safeguard their welfare.

***DON'T THINK WHAT IF I'M WRONG - THINK WHAT IF I'M RIGHT!***

### Reasons for whistle blowing:

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

### What stops people from whistle blowing?

- Fear of starting a chain of events which spirals out of control.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

### How to raise a concern:

- Voice concerns, suspicions or uneasiness as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is causing concern and why.
- Approach the Headteacher/Deputy Designated Safeguarding Lead, **Sue Frost** or Deputy Head, Richard Bishop.
- If the concern is related to the Head teacher, the Chair of Governors should be contacted or, if it is felt that the issue needs to be reported to someone outside the school, contact Cumbria Safeguarding Hub.
- Staff should ensure they get a satisfactory response - don't let matters rest. If a staff member feels their genuine concerns are not being addressed, the issue should be referred to the Cumbria Safeguarding Hub.
- Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible.
- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

### What happens next?

- The individual reporting the concerns will be given information on the nature and progress of any enquiries.
- The employer has a responsibility to protect individual members of staff from harassment or victimisation.
- No action will be taken against an individual if the concern proves to be unfounded and was raised in good faith.

- Malicious allegations may be considered as a disciplinary offence.

#### **Self-reporting:**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

#### **Further advice and support:**

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from senior managers, HR provider and/or your professional or trade union.

*"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"* (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos).

For Community and Voluntary Controlled Schools in Cumbria, reference should also be made to any advice on whistle blowing (school based staff) issued by Cumbria County Council.

## **10. Medicines**

### **10.1 Staff Taking Medicines/Other Substances**

Persons working with children must not be under the influence of alcohol or any other substance which may affect their ability to care for them. Medical advice will be sought if there are likely to be side effects which will impair the individual's ability to work safely with children. Staff medicine on the premises will be securely stored, and kept out of reach of children, at all times.

### **10.2 Supporting Pupils with Medical Conditions**

We have, and implement, a Policy on Supporting Pupils with Medical Conditions. This includes systems for obtaining information about a child's medical needs and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines will not usually be administered unless they have been prescribed for a child by a GP, dentist, nurse or pharmacist (medicines containing aspirin will only be given if prescribed by a GP).

Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent. We keep a written record each time a medicine is administered to a child, and, in the case of general pain-relief, where prior consent has been obtained, inform the child's parents on the same day, or as soon as reasonably practicable.

## **11. Working with other Agencies**

The School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents) as appropriate. Information on the Early Help/ Assessment process is available via the Cumbria SCB website.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

The School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, and Early Help/ Team around the Family or Team around the Child meetings.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities offering support and assistance from external agencies where required.

The School Leadership Team and Designated Safeguarding Lead will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **12. Partnership with Parents**

The school shares a purpose with parents to educate, keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns about their children with parents. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Social Care and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents. This Child Protection Policy and procedures is available on request.

## **13. Professional Confidentiality and Information Sharing**

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the Designated Safeguarding Lead(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from Cumbria Safeguarding Hub (0333 240 1727). Further guidance on Information Sharing can be found in the [DfE 'Information Sharing – Guidance for Safeguarding Practitioners' March 2015](#) and the 'Flowchart of When and How to Share Information' from the same document held at Appendix E.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Services Safeguarding Team), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if a child discloses abuse or gives information that suggests they may be at risk, this MUST be passed on to the Designated Safeguarding Lead/ Deputy DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

## **14. Supervision and Support**

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection, however, all concerns MUST be reported to the DSL without delay.

The DSL/ Deputy can put staff and parents in touch with outside agencies for professional support if they so wish.

We will put appropriate arrangements in place for the supervision of staff who have contact with

children and families. Effective supervision provides support, coaching and training for the staff member/volunteer and promotes the interests of children. Our Supervision arrangements foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning a child’s development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

In relation to pupils and their use of mobile technology on the school site, reference should be made to the school Policy on Online Safety which is available on request.

## **15. Complaints**

The school has a ***Complaints Procedure*** available to parents, pupils and staff who wish to report concerns. This is published on the school website.

All reported complaints/concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific ***Procedures for Managing Allegations against Staff or Volunteers***- see Section 9.

# CHILD DISCLOSURE/CONCERN RECORD

## ASHFIELD JUNIOR SCHOOL

### **PART 1**

*Child Disclosure/Concern Record (to be written ASAP after not during your conversation with the child)*

|                               |   |       |  |                               |     |        |         |
|-------------------------------|---|-------|--|-------------------------------|-----|--------|---------|
| Child's Name                  |   | Class |  | DOB                           | / / | Gender | M / F   |
| Date (of writing this record) | / | /     |  | Time (of writing this record) |     |        | am / pm |

Name of Person completing this form

Print Name:

Signature

Job Title:

Note the reason(s) for recording the incident

Record the following **factually**:

*Who?; What (if recording a verbal disclosure by a child, use their words)?; Where?; When (date & time of incident)?; Any witnesses?*

Body Map Completed? *(Please attach)*

YES

NO

Note Actions, including Names of anyone to whom your information was passed:

Any other relevant, factual information:

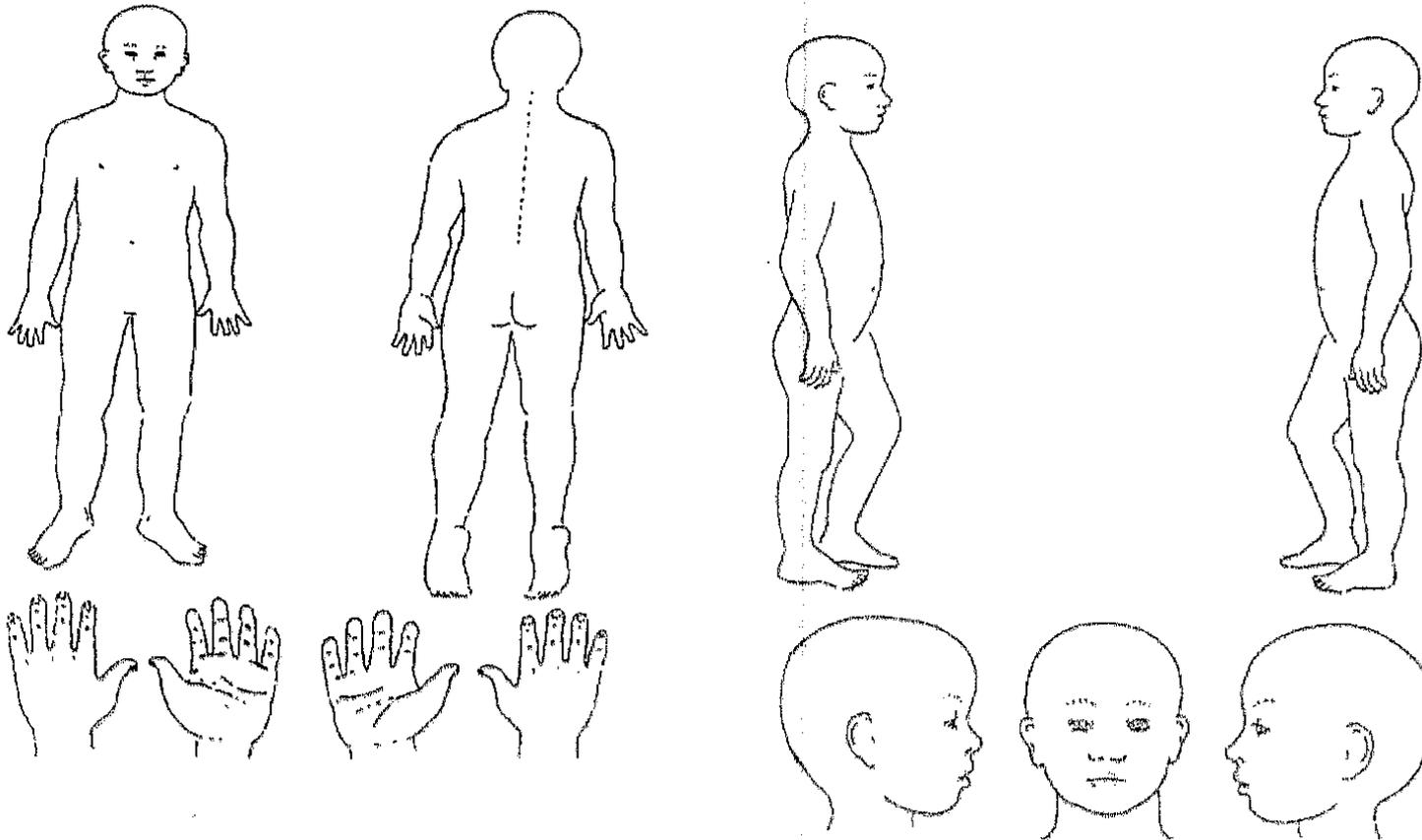
Check to make sure your report is clear now – and will also be clear to someone else reading it in the future.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD.

*(Designated Safeguarding Lead to complete Part 2 overleaf)*

# BODY MAP

To be used (where appropriate) with Child Disclosure/Concern Record



Name of Child:

Description of Injury:

Cause of Injury:

Practitioner/Childminder's Signature:

Date:

/ /

Parent's Signature:

Date:

/ /

**PART 2**

*For use by the Designated Safeguarding Lead (DSL) - or in the absence of the DSL, another senior member of staff*

**Time and Date information received by DSL, and from whom:**

**Any advice sought by DSL e.g. contact with Cumbria Safeguarding Hub or other Agency.**

*(Include details of date, time, name, role, organisation and advice given)*

**Action Taken**

*(e.g. contact to Children's Services on Cumbria Safeguarding Hub Number; Single Point of Contact On-line Form completed; monitoring advice given to appropriate staff)*

**If decision not to refer, justify reason.**

*Note time, date, names, who information shared with and when etc.*

**Parent's informed**

**Yes / No**

**and reasons.**

**Where can additional information regarding the child / incident be found?** *(e.g. pupils file, serious incident book)*

**SIGNED:**

**PRINT NAME:**

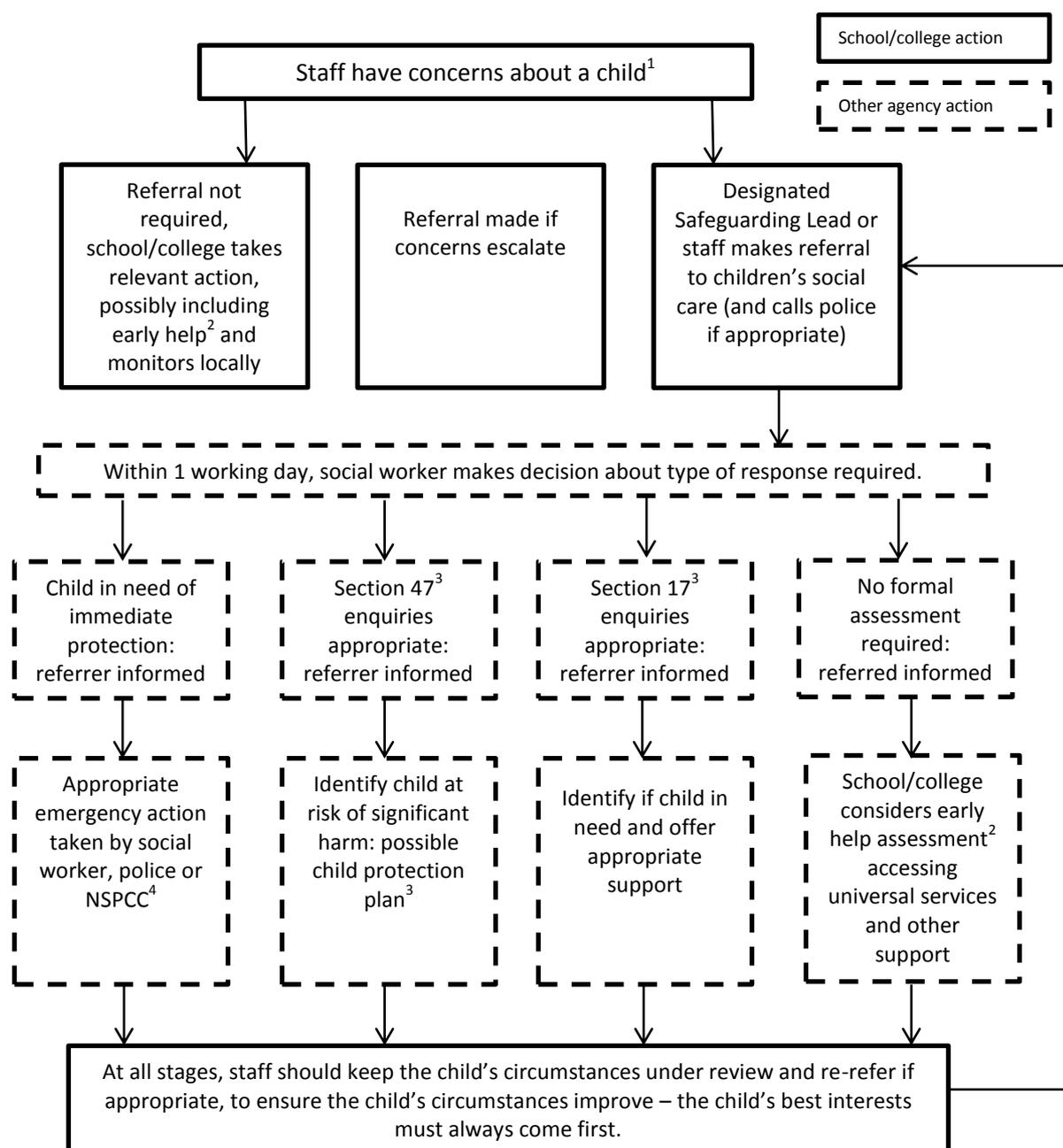
**DATE:**

**For completion in the future**

*Record names of individuals/agencies who have given you information regarding outcome of any referral (if made).*



# Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, please refer to school Child Protection Policy and procedures.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of 'Working together to safeguard children' provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of 'Working together to safeguard children'.
4. This could include applying for an Emergency Protection Order (EPO).



# Cumbria SCB – Summary of Allegations Management Procedures

## Concern about a member of staff or a volunteer working with children

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

- a) a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child;
- b) possibly committed a criminal offence against or related to a child; or
- c) behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Then that professional should:



## Report their concerns

Report to concern to the most senior person not implicated in the allegation.



## Completion of written record

Complete a written record of the nature of circumstances surrounding the concern, including any previous concerns. Include where the concern came from and brief details only.



## Seek advice before proceeding – initial discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

**Local Authority Designated Officer (LADO) – Tel: 01768 812267 or email: [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)**

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.



## Allegations Management Process

If, after your initial discussion with the LADO, it is agreed that the allegation meets the criteria, a record will be logged on the LADO database. A multi-agency meeting may be convened and you will be invited. This might result in criminal investigation, a Social Care investigation and / or an investigation to inform whether disciplinary action is required.



## Further action

Further meetings might be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management Process can be found in the Government document: Working Together to Safeguard Children 2012 p.48-54

<http://www.cumbrialscb.com/eLibrary/view.asp?ID=55159>



# FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION

