

**GOSFORTH C of E PRIMARY**  
**SCHOOL**

**CHILD PROTECTION**  
**POLICY**

Date reviewed: Autumn 16

Next review due: Autumn 17

Ratified by full Board of Governors on:

Signed by Chair of Governors:

**Mission Statement**

A big happy Christian family, in a caring place; teaching honesty, good manners, patience and how to look after others and our world.

## **Mission statement**

We aim to create a positive, stimulating and happy learning environment through which all learners continually aspire to develop their potential to the full. We look to promote children's academic, spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life.

### **1. 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.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. 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).

### **2. Ethos**

At Gosforth C of E School (hereinafter referred to as 'the 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 Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults who work in school.

We are also committed to establishing a safe 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.

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.

The use of circle time and collective worship help to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others.

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 our children to develop essential life skills and protective behaviours. The PSHE (Personal, Social, Health and Economic Education) curriculum and, where relevant, Sex and Relationship Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe.

The School recognises the importance of 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 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 will be 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 (Maintained Schools) and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

### **3. Policy aims**

There are three 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.

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 2016);
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Whole 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;
- 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; (EYFS ONLY - In relation to ratios for the Early Years and Foundation Stage, we follow the statutory guidance in the DfE revised Statutory Framework for the Early Years Foundation Stage (2014);
- maintaining records, Policies and procedures.

#### **4. 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, cleaner, 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
- Whole School Behaviour Policy and procedures for preventing and dealing with bullying (including cyber-bullying and the potential for radicalisation) and racism, drug misuse, positive handling, support and physical intervention etc.
- Sex Education Policy
- Safer Recruitment, Selection and Pre-Employment Vetting Policy and procedures
- School Single Central Record (restricted access)
- Single Equality Scheme/Objectives
- Accessibility Plan
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy and procedures
- Special Educational Needs Policy/Information Report
- Intimate Care procedures
- Educational Visits procedures (including procedures for assessing risks)
- Guidance on the Use of Photographic Images
- Safeguarding Children - Induction Leaflet for Visitors and Contractors
- Risk Assessments (incl. Fire Safety)
- Premises Management including security measures (formal inspections and Buildings Register)
- Lettings arrangements

and DfE, Ofsted and Cumbria LSCB guidance as outlined in Appendix A.

## 5. Prevent Duty

Here at Gosforth C of E Primary School we are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism or radicalisation. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996.

*(Taken from HM Government document - Prevent Duty Guidance in England and Wales 2015)*

Members of staff responsible for the Prevent agenda in Gosforth C of E Primary School: Mrs Lindsey Martin and Mrs Sarah Layzell.

## 6. Dealing with Disclosures from Children

Refer also to Section 8.

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 must be signed and include the date, time and place of the disclosure. All records must be locked in the Safeguarding folder in the cabinet which is located in the main office.

Inform the Designated Safeguarding Lead (DSL), Sarah Layzell, who will evaluate the member of staff's assessment. Initial contact will be made with Cumbria Safeguarding Hub (see below).

The Designated Safeguarding Lead can:

- make a telephone referral to Cumbria Safeguarding Hub (see below) and confirm in writing via the new Cumbria Safeguarding Hub Single Contact On-line Form - [Click here to access](#). The initial referral may be made by telephone but must be followed up in writing within 48 hours.

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. Cumbria Safeguarding Hub has issued a diagram setting out the process involved which is held at Appendix B.

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 in schools to investigate suspected cases of abuse;
- they should not take any action beyond that agreed in the procedures established by the Local Safeguarding Children's Board (LSCB).
- 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, shows that children 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 (March 2015)* 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 establishment'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.

## **7. Roles and Responsibilities**

All governors and staff have a shared responsibility to safeguard children. However, there are certain designated persons in school with more specific roles and responsibilities.

The Role of the Designated Safeguarding Lead (DSL)

Gosforth School has a member of the senior leadership team designated by the Governing Body as the Safeguarding Lead who will provide support to staff members and other adults to carry out their safeguarding duties and who will liaise closely with other services such as children's social care - Sarah Layzell. The role of the Designated Safeguarding Lead is explicit in the role-holder's job description. There will always be cover for this role - the cover for the Designated Safeguarding Lead is Lindsey Martin.

The Designated Safeguarding Lead will have knowledge and skills for recognising and acting upon Safeguarding concerns, having received appropriate training.

#### 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 concerned about a child or the management of child protection generally in the setting;
- 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 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.

#### The Role of the Governing Body

Gosforth School has a nominated Governor who will liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head teacher.

#### 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 2012.

#### The Role of ALL Staff

- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- In addition to working with the Designated Safeguarding Lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- 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;

### **8. What School Staff should do if they have concerns about a Child**

Refer also to Section 6.

If staff members have concerns about a child they should raise these with the Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. The Safeguarding Lead 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.

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 to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early Help/CAF 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 2016 for further guidance.

## **9. Induction and Training**

All school-based staff including the Head teacher (where he/she is not the Designated Safeguarding Lead) will be required to undertake an appropriate level of training, including safeguarding training which is updated regularly. We will train all staff to understand the procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training 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 children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- suspected neglect or abuse outside the setting, for example in the young person'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 disclosures from children;
- whistle blowing procedures as they refer specifically to Safeguarding;
- emergency evacuation procedures;
- the school Single Equality Information/Objectives; and
- general health, safety and welfare issues.

Training is organised by the Designated Safeguarding Lead in line with LSCB 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 2016, 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.

The nominated governor will receive safeguarding training from a strategic perspective which will be updated regularly, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the Designated Safeguarding Lead and the Deputy DSL attend the required safeguarding training when they first take up the role which will provide them with the



knowledge and skills required to carry out the role effectively. The training will be updated every two years. In addition to formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Both the Designated Safeguarding Lead and the Deputy have attended the required level of training as stated by the Cumbria SCB and this will be updated in line with recommended good practice.

The Designated Safeguarding Lead will ensure that all new staff, volunteers and other adults are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection, communication lines and whistle blowing. This will also be a regular agenda item at staff meetings.

The Designated Safeguarding Lead and Head Teacher (if not one and the same) will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

### **10. Record Keeping**

Staff will record any welfare concern that they have about a child on a Concern Record (Appendix A) and pass this to the Designated Safeguarding Lead. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Blank Concern Records are kept in the staff room.

Safeguarding records are kept centrally and securely by the Designated Safeguarding Lead and are shared on a 'need to know' basis only. They will be held separate from the child's curriculum file. A chronology must be recorded in the file with the final entry being the date the child left the school or the date the file was transferred to a receiving school.

The Head Teacher will be kept informed of any significant issues by the Designated Safeguarding Lead.

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 safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new Designated Safeguarding Lead 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.

### **11. Allegations against a members of Staff, a volunteer or another child**

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 LSCB website and Part four of 'Keeping Children Safe in Education' - Allegations of abuse made against teachers and other staff.

The member of staff to whom the allegation is reported will:

- treat the matter seriously;
- ensure that, where necessary, the child/young person receives appropriate medical attention;
- make a written record of the information using the Child's/Parent's own words, including when the alleged incident took place; who was present; and what happened;
- sign and date the written record;
- report the matter immediately to a member of Senior Management (this should be the Head teacher), or deputy in her absence. Confidentiality must be maintained at all times.

The Head teacher for Gosforth C of E Primary School is Mrs Lindsey Martin.

Initial Action by the Head Teacher

The Head Teacher will wherever possible:

- obtain written details of the allegation, signed and dated by the person receiving the allegation;
- countersign and date the written details;
- record any other information and names of any potential witnesses;
- establish a chronology of significant events;

- consider any information already known about those involved;
- discreetly check any incident or log books;
- on the basis of the above factors, make a professional judgment, and record the reason for any subsequent action taken.

If the allegation meets, or appears to meet, any of the criteria below the Head Teacher must consult the Local Authority Designated Officer (LADO), as soon as possible but certainly within 1 WORKING DAY. To report a concern to the LADO, please use the notification form which is available from the LSCB website.

Send completed forms to Cumbria Safeguarding Hub, using any of the following methods:

(Please note: if sending by email we advise that the document should be password protected)

- Fax: 01768 812090
- EMail: [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)
- Post: LADO, 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 LADO for advice please contact Multi-Agency Business Support Team who will take your details and ensure a LADO returns your call:

Phone: 01768 812267

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

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

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

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

The responsible Head Teacher will contact the LADO if the member of staff or other adult has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

For allegations of a child in school being accused of any of the above points then LSCB Guidance should be followed. The main action to be taken is that **both** children are referred to Social Care.

### **12. Managing Allegations against other Pupils (peer on peer abuse)**

We believe that all children have a right to attend the School and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the School's Whole School Behaviour Policy. It is not enough to respond to incidents as they arise and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it.

All staff are made aware that 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.

### **13. 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/CAF 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/CAF 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.

#### **14. 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 their 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 is available on request.

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

Child Protection information is confidential and personal. Other than the agreed communication lines in school, it is for the Designated Safeguarding Lead 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 Designated Safeguarding Lead 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.

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 children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the Designated Safeguarding Lead as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

#### **16. Monitoring and Review**

Safeguarding is to be a regular agenda item at full Governors meetings; Sub-Committee Meetings and staff meetings, giving the Designated Safeguarding Lead the opportunity to update on staff/governor training and any other relevant issues or changes.

The Child Protection Policy is reviewed at least annually to reflect current best practice and any new guidelines issued by Government or relevant agencies.

## Appendix A

### REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

The following statutory and non-statutory guidance was referenced in formulating this Child Protection Policy and procedures:

- DfE Working Together to Safeguard Children, March 2015
- DfE Keeping Children Safe in Education, September 2016
- DfE What to do if you're worried a child is being abused - Advice for Practitioners, March 2015
- DfE Statutory Framework for Early Years Foundation Stage - September 2014
- DfE Ensuring Good Behaviour In Schools, 2012
- DfE Behaviour and Discipline in Schools - Guidance for Governing Bodies, July 2013
- DfE Behaviour and Discipline in Schools - Advice for Head teachers and School Staff, January 2016
- DfE Use of Reasonable Force - Advice for Head teachers, Staff and Governing Bodies, July 2013
- DfE The Prevent Duty - Departmental advice for schools and childcare providers, June 2015
- DfE Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools , November 2014
- DfE Counselling in Schools: a Blueprint for the Future, February 2016
- DfE Mental Health and Behaviour in Schools, March 2015
- DfE Supporting Pupils with Medical Conditions, December 2015
- HM Government Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2015
- HM Government Revised Prevent Duty Guidance: for England and Wales - Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, July 2015
- HM Government Multi agency statutory guidance on female genital mutilation, April 2016
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings / Code of Conduct for Staff - October 2015
- Ofsted's Inspecting safeguarding in early years, education and skills settings, August 2016
- Ofsted's Safeguarding in Schools: Best Practice 2011
- Cumbria Safeguarding Children's Board (SCB) [www.cumbrialscb.com](http://www.cumbrialscb.com)
- Cumbria Multi-agency Thresholds Guidance - September 2016
- Cumbria SCB Practice Guidance - Fabricated and Induced Illness
- Cumbria SCB Practice Guidance - Child with a Disability or Complex Health Needs
- Cumbria SCB Core Procedures - Allegations against Staff or Volunteers



## Record of Safeguarding Concerns

<b>School</b>	
<b>Pupil</b>	
<b>DoB</b>	
<b>Concern:</b>	
<b>Action:</b>	
<b>Member of staff reporting concern</b>	<b>Position</b>
<b>Signed</b>	<b>Date and time</b>

(This record must be signed and discussed with the Designated Safeguarding Lead - DSL  
All records must be filed in a secure place, separate from the pupil's file.)

<b>Signed (Head/ D S Lead)</b>	<b>Date and time</b>
<b>Outcome/Next Steps</b>	