St. Bridget's Catholic Primary School

Child Protection Policy

Headteacher: Mrs. Suzanne Smith

Chair of Governors: Mr. Paul Farran

ST BRIDGET'S CATHOLIC PRIMARY SCHOOL

CHILD PROTECTION POLICY

Designated Safeguarding Lead:	Mrs. Suzanne Smith
Deputy Safeguarding Leads:	Mrs. Patricia Jacques
	Mrs. Vivian Newby

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

1. Definitions

For the purposes of this document 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' September 2016.

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.

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

3. Ethos

At **St. Bridget's** 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.

St. Bridget's 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 children 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 assembly time 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.

St. Bridget's 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.

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.

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 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

"The Governing Body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school" - Education Act 2002. Reference: Section 175.

4. 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.

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.

We have and implement a Single Equality Scheme (SES) with objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities, those identified as 'carers' and children looked after. Our SES includes the whole school community but specifically for children, how the individual needs of all children will be met (including how those children who are disabled or have special educational needs will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator; arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

6. Implementation

This Policy applies to all who come into contact with children in **St. Bridget's** 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
- E-Safety Policy

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

and DfE, Ofsted and Cumbria SCB guidance including:

- DfE Working Together to Safeguard Children, March 2015 (updated February 2017)
- 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, September 2015
- 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, March 2016
- DfE Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools , November 2014
- 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
- 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
- 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

7. The Children Act 1989

The Children Act 1989 introduced two key elements to Child Protection:

7.1 Child Support

Section 17 of the Children Act 1989 aims to identify those children and families in need of support. Where the child is not at risk of significant harm, but it is believed that the family would benefit from receiving services from Children's Social Care.

Under Child Protection Procedures staff can make a referral to the Children's Services Directorate for child

and family support, this must be done with the consent of the parent.

7.2 Child Safety

Section 47 of the Children Act 1989 places duty on Children's Social Care to assess those children who are deemed to be either at risk of suffering significant harm or likely to suffer significant harm.

Parental permission must be sought before discussing a referral about them with other agencies, unless permission-seeking may itself jeopardise the investigation or place a child at risk of harm.

If child abuse is suspected but there is nothing directly stated, an explanation must be sought as appropriate, usually from parents and/or the child without raising the question of abuse.

8. Dealing with Disclosures from Children

Refer also to Section 14.

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 Child Protection filing cabinet which is located in **the office**. A model Child Disclosure/ Concern Record can be found at **Appendix A**.

Inform the Designated Safeguarding Lead (DSL), Suzanne Smith, who will evaluate the member of staff's assessment. **IF AN ALLEGATION IS MADE AGAINST THE HEADTEACHER, IT MUST BE REPORTED DIRECTLY TO THE CHAIR OF GOVERNORS, CURRENTLY MR. P. FARRAN** on paul@farran.plus.com . 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 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 via the on-line reporting system 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 (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 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 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 (updated February 2017) 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 and 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.

9. Communication

We will ensure that staff have sufficient understanding and use of English to ensure the well-being of children in our care. We will ensure we are in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines.

10. 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:

10.1 The Role of the Designated Safeguarding Lead (DSL)

St. Bridget's 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 – Suzanne Smith. 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 are Vivian Newby and Patricia Jacques

The Designated Safeguarding Lead will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training. The Designated Safeguarding Lead is also the 'Prevent Single Point of Contact' (SPOC).

IF AN ALLEGATION IS MADE AGAINST THE HEADTEACHER, IT MUST BE REPORTED DIRECTLY TO THE CHAIR OF GOVERNORS, CURRENTLY MR. P. FARRAN on paul@farran.plus.com

Liaison and Referrals: The Designated Safeguarding Lead will:

- liaise with local statutory children's services agencies and the Cumbria SCB;
- refer all cases of suspected abuse or allegations to Cumbria Safeguarding Hub (see Section 9 for contact details);
- if at any point there is a risk of immediate serious harm to a child a referral will be made to Cumbria Safeguarding Hub immediately – **anybody can make a referral**;
- refer all allegations against a member of staff or other adult to the Local Authority appointed Designated Officer (DO);
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not voluntarily left the setting;
- refer to the Police cases where a crime may have been committed;
- inform Ofsted of any allegations of serious harm or abuse by any person working with a child (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and notify Ofsted of the action taken in respect of the allegations
- act as a source of support, advice and expertise within school when deciding to make a referral using the Cumbria Safeguarding Hub Single Contact on-line form - Click here to access;
- liaise with the Head teacher (where this is not one and the same person) to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Training: The Designated Safeguarding Lead will:

Receive appropriate training (updated every two years) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help/CAF Assessments;
- have a working knowledge of how the Local Authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's or college's Child Protection Policy and procedures, especially new and part-time staff and volunteers/students;
- be alert to the specific needs of children in need, including those with special educational needs, young carers and those at risk of radicalisation or child sexual exploitation;
- be able to keep detailed, accurate and secure written records of concerns and referrals;
- obtain access to resources and attend any relevant or refresher training courses and, where required, disseminate information learned from training to others in the setting;

- encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings, in any measures the school or college may put in place to protect them.

Raising Awareness: The Designated Safeguarding Lead will:

- ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the setting's Child Protection Procedures and are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff – September 2016 (available as a separate 16 page document), DfE guidance 'What to do if you're worried a child is being abused', March 2015 and the Cumbria SCB Summary of Allegations Management Procedures Flow Chart (Appendix C);
- ensure the school's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse and neglect;
- ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
- ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this process;
- link with the Cumbria SCB to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- where children leave the school, ensure their Child Protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

10.2 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 concerned 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.

10.3 The Role of the Governing Body

St. Bridget's School has a Nominated Governor (Paul Farran) who 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. In the event of allegations of abuse being made against the Head teacher, the allegation should be reported directly to the Designated Officer (DO).

The Governing Body is accountable for ensuring their establishment:

- contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children', updated February 2017;
- 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 in place for child protection and staff behaviour (part of the Whole School Behaviour Policy and the Staff Code of Conduct) 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 fundamental 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;
- prevents people who pose a risk of harm from working with children 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 a written Recruitment and Selection Policy and procedures in place;
- has at least one person on any appointment panel who has undertaken safer recruitment training;
- 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. This will generally be in accordance with the school Behaviour Policy in the first instance, other more serious allegations will be dealt with following advice from the Cumbria Safeguarding Hub – see Section 18;
- has a member of the leadership team who is designated to take lead responsibility for safeguarding 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;
- has a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training – Suzanne 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;

10.4 The Role of the Designated Teacher for Children Looked After

The Designated Teacher (Suzanne 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) Click here to access.

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.

10.5 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).

10.6 The Role of ALL Staff

- All school staff have a responsibility to provide a safe environment in which children can learn.
- All school 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.
- All staff have a responsibility to read and properly understand 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.
- 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**;

IF AN ALLEGATION IS MADE AGAINST THE HEADTEACHER, IT MUST BE REPORTED DIRECTLY TO THE CHAIR OF GOVERNORS, CURRENTLY MR. P. FARRAN on paul@farran.plus.com

11. 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;
- 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;
- 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.

12. Recognising Abuse

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.

12.1 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.

12.2 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.

12.3 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 **Whole School Behaviour Policy**.

12.4 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.

12.5 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.

12.6 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. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website.

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

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.

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:

- The child may become especially secretive and stop engaging with their usual friends.
- They may be associating with, or develop a sexual relationship with older males or females.
- They may go missing from home – and be defensive about their location and activities, often returning home late or staying out all night.
- They may be missing school.
- They may be in possession of new, expensive items which they couldn't normally afford, such as mobile phones, iPads or jewellery.
- They may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste.
- They may look tired and/or unwell, sleeping during the day.
- They may have marks or scars on their body which they try to conceal.
- They may adopt new 'street language' or respond to a new 'street' name.

Female Genital Mutilation (FGM) – 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 than 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.

Preventing Radicalisation – 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 will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- E-Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Further information on this is set out in the e-Safety Policy.

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. St. Bridget's 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.

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.

13. What School Staff should do if they have concerns about a Child

Refer also to Section 9.

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 (Refer to Whistle blowing Procedures at Section 20). The DSL will decide whether to make a referral to Cumbria Safeguarding Hub (refer to Sections 9 and 19), 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.

IF AN ALLEGATION IS MADE AGAINST THE HEADTEACHER, IT MUST BE REPORTED DIRECTLY TO THE CHAIR OF GOVERNORS, CURRENTLY MR. P. FARRAN on paul@farran.plus.com

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.

14. 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 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. 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 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 Designated Safeguarding Lead 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 2016, DfE guidance 'What to do if you're worried a child is being abused', March 2015 and the Cumbria SCB Summary of Allegations Management Procedures Flow Chart (Appendix C).

We will ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. We will support our staff to improve their qualification levels wherever possible.

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 'cover' for this role attend the required safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by statutory guidance.

Both the Designated Safeguarding Lead and the 'cover' for this role 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 and departmental meetings.

In line with Part three of the DfE statutory guidance 'Keeping Children Safe in Education' September 2016, the Governing Body will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. St. Bridget's adopts Cumbria County Council recruitment and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body ensure that at least one person on any appointment panel has undertaken safer recruitment training.

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. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.

15. Record Keeping

Staff will record any welfare concern that they have about a child on a Child Disclosure/Concern Record (Appendix A), with a body map where injuries have been observed to be passed to the Designated Safeguarding Lead. Records must be completed as soon as possible after the incident/event and must be signed and dated – See Section 9.

Blank Child Disclosure/Concern Records are kept in the Blue Room**.**

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.

Child protection 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.

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 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.

16. 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 C**. A copy of this flow chart is provided to all staff working in school and to new starters as part of their Induction.

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

- treat the matter seriously;
- ensure that, where necessary, the child 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 the Head teacher, or deputy in his/her absence. Confidentiality must be maintained at all times.

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 (or other authorised Senior Manager) must consult the LA appointed Designated Officer (DO) (formerly known as the **LADO)** – see Section 19, as soon as possible but certainly within **1 WORKING DAY.** To report a concern to the DO, please use the notification form which is available either from the Cumbria SCB website or from the KAHSC website. You can also access it by the following link: **DO - Allegation Notification Form (Doc)**.

Send completed forms to 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
- EFax: 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, please contact Multi-Agency Business Support Team who will take your details and ensure a DO returns your call:

Phone: **01768 812267**

Or you can email 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 please contact **Emergency Duty Team** on **0333 240 1727**.

Allegations are managed in accordance with Cumbria SCB Procedures Manual (March 2015) - Click here to access.

The responsible Senior Manager will contact the DO 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.

The advice of the DO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children.

Action will not normally be taken until this discussion takes place, unless emergency action is required to safeguard or protect the child concerned, in which case the usual child protection procedures will take precedence. In order not to compromise any possible criminal investigation the member of staff will not be advised that a serious allegation has been made against them unless it is agreed as appropriate by the DO or agreed at a strategy discussion. The child's parent will also be advised at the earliest opportunity that an allegation has been made but they will be advised not to discuss the allegation direct with the staff member concerned.

If an allegation requiring immediate attention is received outside of normal office hours the Senior Manager will consult immediately with Cumbria Safeguarding Hub or Local Police. They must ensure they inform the DO the next working day.

Initial Consideration by the Senior Manager and LA appointed Designated Officer (DO)

The DO will establish, in discussion with the Senior Manager that the allegation is within the scope of the Cumbria SCB procedures and may require further investigation. There may be up to 3 strands considered as part of this process and the discussion will centre upon whether there is a need for:

- a police investigation because a crime has or may have been committed;
- enquires and assessment by social care to determine if services or emergency actions are required;
- consideration by the employer of disciplinary action in respect of the individual.

If agreement is reached that the criteria for action by the police or children's services has been established, the DO will contact children's social care to ensure a formal 'strategy meeting' is set up involving Children's Services Social Care and the Police. If only the last criterion is met the DO will provide advice to the Senior Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the school's procedures for discipline and conduct.

Suspension

The decision on **suspension/transfer to alternative duties** of the staff member subject to the allegation is the responsibility of the Senior Manager having consulted with their HR adviser and the DO. Suspension will never be an automatic step for staff subject to allegations; each case will be dealt with on its merits taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it is possible to investigate the allegation whilst the person is still at work. The strategy meeting will make a recommendation to the setting if one is required but the ultimate decision rests with the Senior Manager.

Subsequent Actions

The detailed procedures that need to be followed after this initial consideration are available on the Cumbria SCB website. Advice and guidance is available through the DO who has a responsibility to provide advice and monitor the case to a conclusion. The Senior Manager is expected to keep the DO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the

school's disciplinary process (see above). If the staff member is suspended and/or subject to disciplinary process the Senior Manager must seek and follow HR advice and guidance to ensure that the disciplinary process is correctly applied.

Referrals must also made to the Disclosure and Barring Service (DBS) when concerns are raised that a person has caused harm or poses a future risk of harm to children/vulnerable adults – See Section 31 for further details. In these circumstances a referral must be made to the DBS. If a member of staff or a volunteer is removed or dismissed because they have harmed a child or vulnerable adult, or the school would have done so if the individual not left, the Disclosure and Barring Service must be informed **Click here to find out how to refer to the DBS**

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 Click here to access and Section 20 on ***Whistle blowing***.

17. Managing Allegations against other Pupils

At St. Bridget's School 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.

17.1 Safeguarding allegations

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a child protection allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil;
- indicates that young people outside the school may be affected by this pupil.

Examples of safeguarding issues against a pupil could include:

Physical Abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse
- blackmail or extortion
- threats and intimidation

Sexual Abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In some situations, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

17.2 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

17.3 Possible actions in response to an allegation against a pupil

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the Designated Safeguarding Lead must be informed.
- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Cumbria Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub are already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy and procedures.
- Where neither the Safeguarding Hub nor the police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

18. 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 Designated Safeguarding Lead, Suzanne Smith or any of her deputy designated safeguarding leads.
- 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.

19. Medicines

19.1 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.

19.2 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.

20. Working with other Agencies

St. Bridget's 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.

St. Bridget's 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, Child in Need 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.

21. 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.

22. 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 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 held at **Appendix D**.

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 as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

23. Curriculum and Staying Safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

St. Bridget's School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children atSt. Bridget's School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

At St. Bridget's School we encourage the safe use of external agencies or speakers to enrich the experiences of our pupils. We will, however, positively vet those external agencies, individuals or speakers who are invited with by the school staff or by the pupils themselves in order to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individual to ensure that:

- any messages communicated to pupils support fundamental British Values;
- any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- activities are matched to the needs of pupils.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

24. 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 Designated Safeguarding Lead.

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 Designated Safeguarding Lead without delay.

The Designated Safeguarding Lead 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.

25. Safe Working Practice

Staff and other adults are required to work within clear Guidelines on Safe Working Practice, this Child Protection Policy and procedures, the Staff Behaviour Policy/Staff Code of Conduct and the school's ICT Acceptable Use Agreement. The latter includes amongst other things, staff/pupil relationships and communications, including the use of social media.

A child may make an allegation against a member of staff or other adult in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff and other adults must take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention will only be used when the child is endangering him/herself or others and such events will be recorded and signed by a witness. Staff and other adults in the school are aware of the ***Whole School Behaviour Policy,*** and any physical interventions must be in line with agreed policy and procedure in which appropriate training will be provided. Full advice and guidance can be found in the ***DfE Use of Reasonable Force, July 2013*** and ***Guidance for Safer Working Practice for those working with Children and Young People in Education Settings – October 2015***.

26. E-Safety, Use of Mobile Phones and Cameras

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. St. Bridget's School will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's ***E-Safety Policy*** which can be found in "Teachershare".

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children we will ensure that we have in place appropriate measures such as security filtering, and an Acceptable Use Agreement incorporated into our E-Safety Policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-Safety Policy clearly states that mobile phone or electronic communication with a pupil at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse, exploitation or cyber bullying we will report our concerns to the appropriate agency.

Staff are particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and must familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for those working with Children and Young People in Education Settings – October 2015, the school's e-Safety/Acceptable Internet Use Agreement and the Cumbria SCB document 'Online Communication Code of Conduct for Staff Working with Children' which is reproduced at **Appendix E**.

When using digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular pupils should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites. Staff are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should normally only be taken on school equipment; if personal equipment of staff is used, the individual should inform another member of staff, show them the images and ensure that the downloading and subsequent deletion of the images from the personal device is witnessed (if possible by the same member of staff who witnessed the original image

taking. Care should be taken when taking digital/video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

Pupils must not take, use, share, publish or distribute images of others without their permission.

Photographs published on the website, or elsewhere that include pupils will be selected carefully and will comply with good practice guidance on the use of such images. Pupils' full names will not be used anywhere on a website or blog, particularly in association with photographs. Written permission from parents will be obtained before photographs of pupils are published on the school website or in the media. Guidance from KAHSC - General Safety Series G21 - will be followed.

A pupil's work will be published with the permission of the pupil and parents.

We do not allow children to carry or use mobile phones in school. Where a school pupil is found by a member of staff to be using a mobile phone, as above, for any purpose, the phone may be confiscated from the pupil until home time.

27. Complaints

The school has a ***Complaints Procedure*** available to parents, pupils and staff who wish to report concerns. This can be found in the School Office.

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 17***.***

28. Safer Recruitment, Selection and Pre-employment Vetting

St. Bridget's School aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse or be a risk to the safety or welfare of children. The Governing body will act reasonably in making decisions about the suitability of prospective employees and volunteers based on checks and evidence including: criminal record checks (DBS checks), barred list checks and, in the case of teaching staff, prohibition checks and staff suitability declaration (where relevant) together with references and interview information.

The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education', September 2016 and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

In line with the DfE statutory guidance the Governing Body /Proprietor will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised unless they are working in 'regulated activity'. St. Bridget's School has written recruitment and selection policies and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body /Proprietor ensure that at least one person on any appointment panel has undertaken safer recruitment training. It is recommended, but not statutory, that safer recruitment training is updated as necessary.

28.1 Childcare Act 2006/Childcare (Disqualification) Regulations 2009

The above legislation places separate and additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the Regulations, the Act and Regulations disqualify staff from:

- providing early years childcare or later years childcare to children who have not attained the age of eight; or
- being directly concerned in the management of that childcare.

In order to ensure that staff working in St. Bridget's School are not disqualified from working with the relevant pupils, the Governing Body require that, prior to appointment, an individual is required to complete

a self-declaration form. In addition to seeking a declaration about their own convictions, cautions, reprimands or warnings, potential staff will be asked to declare that they are not living in the same household where another person who is disqualified lives or works (disqualification 'by association').

Further information can be found in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy.

29. Referral to the Disclosure and Barring Service (DBS)

The DBS role is to help prevent unsuitable people from working with children and vulnerable adults.

We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. **Click here to find out how to refer to the DBS.**

The advice of the DO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria SCB website **How to refer a child** or **Allegations against staff/DO**.

30. Referral to Ofsted

The Early Years provision at this school is not registered with Ofsted independently of the School registration.

31. The use of School Premises by other Organisations

The School Premises are not used by other organisations. Should this situation change in the future, the Head teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers.

The Governors/Head teacher will take appropriate action to ensure that the school is not hired out or otherwise let to external agencies who use the premises to deliver messages of, or support for, extremism or radicalisation.

If assurance is not achieved, an application to use premises may be refused. See ***School Lettings Arrangements*** for further information.

32. Safety and suitability of Premises, Environment and Equipment

We will ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Spaces, furniture, equipment and toys, must be safe for children to use and premises must be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including fire safety and hygiene requirements). We have, and implement, a ***Health and Safety Policy***, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We will take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors and fire extinguishers) which is in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside.

We operate a strict no smoking policy – we will not allow smoking in or on the premises when children are present or about to be present – this includes the use of electronic cigarettes (E-Cigarettes).

All reasonable steps are taken to ensure staff, children in our care and others affected by what we do are not exposed to risks and are able to demonstrate how we are managing risks. Risk Assessments inform staff practice and demonstrate how we are managing risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Children will be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. We consider what additional measures are necessary when children stay overnight**.** Vehicles in which children are being transported, and the driver of those vehicles, are adequately insured. Refer to the school ***Educational Visits Procedures*** for further details.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole school community ethos and welcome comments from pupils, parents and others about areas that may need improvement as well as what we are doing well.

We will release children only into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised. We will take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors. Visitors are expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Please refer to the DfES (now DfE) document 'A Legal Toolkit for Schools Click here to access and DfE non-statutory guidance 'Advice on school security: Access to, and barring of individuals from school premises – December 2012.

33. Summary

All staff will follow the procedures set out by Cumbria Safeguarding Children Board (SCB) – Cumbria's Multi-agency Thresholds Guidance and take account of guidance issued by the Department for Education to promote the well-being and safeguarding of our pupils. These procedures and guidance have been revised to take account of the publication "Working Together to Safeguard Children" updated February 2017.

We will:

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role. They will receive training in inter-agency procedures that enables them to work in partnership with other agencies and gain the knowledge and skills needed to fulfil their responsibilities. Refresher training will be undertaken in accordance with statutory requirements and recommendations provided by Cumbria SCB;
- ensure we have a nominated Governor (Paul Farran) who will liaise with the Local Authority appointed Designated Officer (DO) and partner agencies in the event of allegations of abuse made against the Head teacher.
- maintain a high profile on child protection training for all staff;
- ensure the training is appropriate to equip staff and others to carry out their responsibilities for child protection effectively. Suitable refresher training is undertaken on a regular basis;
- ensure Child Protection arrangements are part of Induction procedures for all staff and volunteers. New staff and volunteers will receive and sign this Policy and procedures which will explain Child Protection and safeguarding procedures, and are shown where they can access information and with whom to discuss any concerns;
- ensure that relevant staff and others (where appropriate) complete the Childcare Disqualification self-declaration prior to appointment;
- ensure every member of staff (including temporary, supply staff and volunteers) and member of the Governing Body knows the name of the Designated Safeguarding Lead responsible for child protection

and their role;

- ensure all staff and volunteers understand their responsibilities in being alert to the signs of neglect and abuse, both physical and emotional, and responsibility for referring any concerns to the designated senior person responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website and in other correspondence.
- notify Cumbria Safeguarding Hub if there is an unexplained absence of a pupil who is on a Child Protection Plan;
- develop effective links with relevant agencies which will lead to effective information sharing;
- co-operate as required with enquiries regarding child protection matters including attendance at core group meetings, case conferences, contributing to reports and ensure cover enabling the relevant person to attend when needed;
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- ensure procedures for dealing with allegations of abuse against staff members or volunteers are in accordance with Cumbria SCB guidelines and all staff are aware of them;
- ensure safe recruitment practices are always followed and appropriate checks (Disclosure and Barring Service Checks) are carried out on new staff and volunteers who will work with children on a frequent or intensive basis. Frequent is defined as once per week or more; intensive is defined as 4 or more occasions in any 30 day period or overnight. Those volunteers who are not reasonably supervised will also require a Children's Barred List check;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice by operating and positively encouraging a Whistle blowing procedure;
- encourage any adult who suspects that a child may be a victim of neglect or abuse, to immediately inform the DSL about their concerns;
- if a child discloses any kind of abuse, the teacher /member of staff /adult should only seek initial clarification from the child - tact and sympathy is vital;
- **under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying;**
- any action that the Designated Safeguarding Lead takes when dealing with an issue of child protection will be in line with the procedures outlined in Cumbria SCB Procedures Manual, Guidance and Protocols;
- we regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons as necessary;
- it is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Guidance about this can be found in the DfE Use of Reasonable Force, July 2013.

34. Monitoring and Review

Safeguarding including child protection 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 annually as a statutory requirement and to take into account any new guidelines issued by Government or relevant agencies.

Appendix A

CHILD DISCLOSURE/CONCERN RECORD

ST. BRIDGET'S CATHOLIC PRIMARY 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.

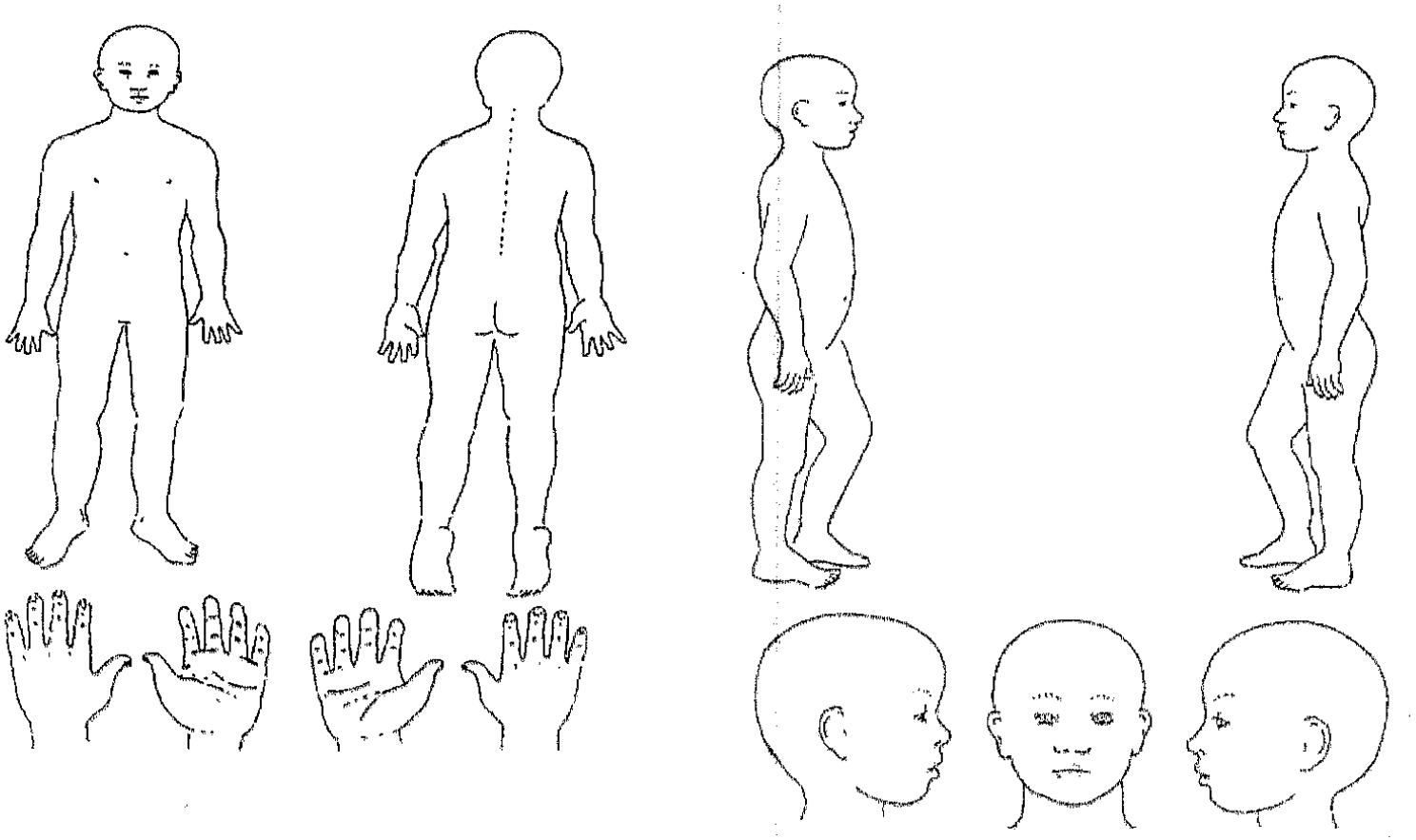
PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD.

(Designated Safeguarding Lead to complete Part 2 overleaf)

Appendix A

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:**	/ /

Appendix A

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; Early Help/CAF registered etc.).* **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).*	

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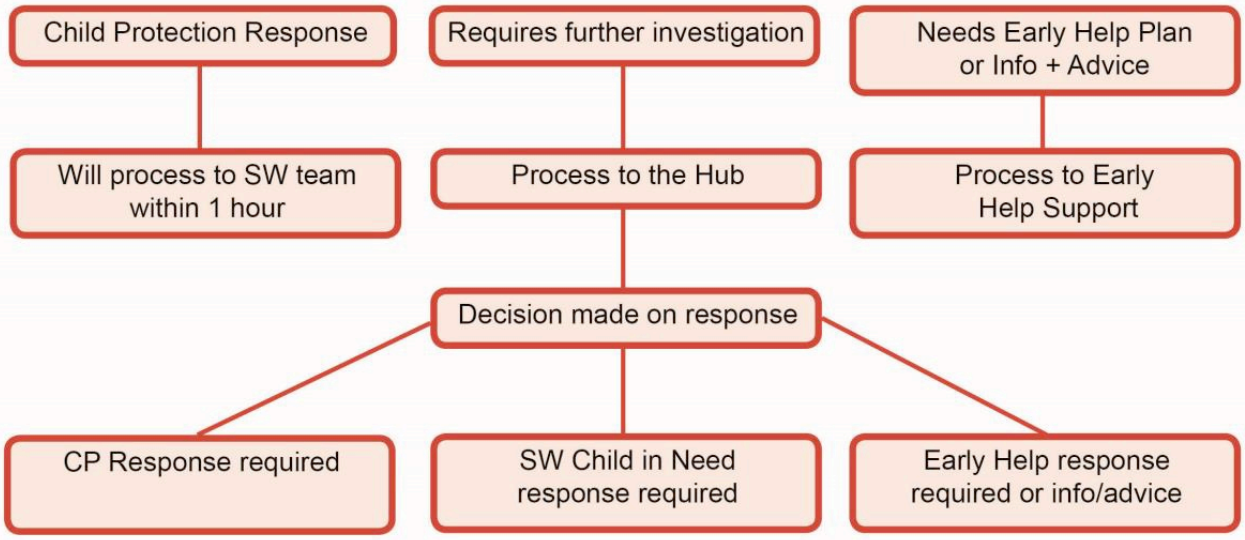
Contacting Cumbria Safeguarding Hub

Consider

- Does this child need an immediate child protection response if so continue to report your concern to the Hub. **IF NOT**
- Could this child be helped by an Early Help Plan ?
- Can I identify other professionals to contribute to an Early Help Plan ?
- If so please seek support from your own service advisor or the Early Help Team to work with the family to prevent escalation of need.

Unless your contact requires an urgent child protection response the Hub will ask you about the recent Early Help Plan and Team around the child meetings and will make a decision about the level of vulnerability. This will be either :



We hope you will be part of an agreed outcome in line with the Cumbria Threshold Guidance. Where decision have been made following the Hub episode we will provide feedback on the destination of your contact via email or letter. However you are also responsible for knowing what has happened to your concern, so if you have not had any feedback within 72hrs you MUST contact the Hub and ask.

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Appendix C

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

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 2013 p.~~48~~ 54

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

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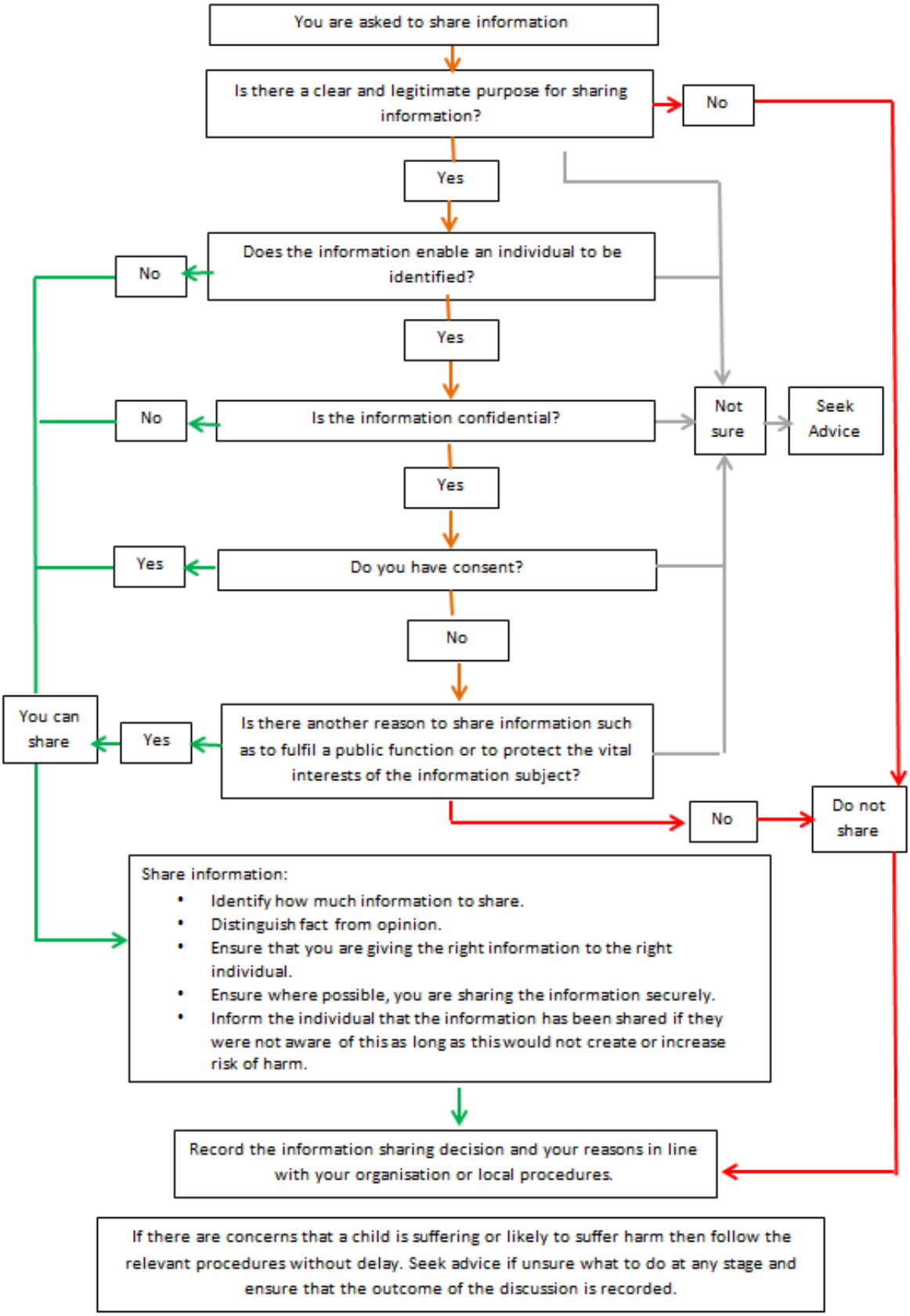
Appendix D

FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



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CUMBRIA LSCB
CUMBRIA LOCAL SAFEGUARDING CHILDREN BOARD

Online Communication Code of Conduct for Staff Working with Children

Rationale and Context:

Over the past years the use of blogs, chat rooms and social networking sites, such as Twitter and Facebook has become increasingly popular. Such sites are used to chat with and share information, photographs and news with friends across the world.

Whilst the use of such sites has very many benefits there are potential problems concerning privacy and inappropriate usage. These may include breaches of confidentiality, unsuitable language or images, and in some cases breaches of the law.

Examples of such problematic usage of publicly accessible social networking could be:

- Staff referring to parents or children and young people by name
- Staff referring to forthcoming trips/visits
- Staff using derogatory or offensive language about parents, colleagues, managers, or the organisation for which they work.
- Staff posting images of themselves in inappropriate dress or situations
- Staff participating in illegal activities such as the sharing of indecent images of children
- Partners or friends posting inappropriate comments concerning staff
- Partners and friends posting images that show staff members in situations which may not be in keeping with their professional status

This code of conduct is designed to protect staff who may use such sites in their private lives.

It must be recognised that those who work with children have a duty to demonstrate the highest standards of conduct or integrity and make sure that their actions in their private lives do not put themselves in a situation when their conduct or integrity might be called into question or potentially bring their employer into disrepute. This could result in disciplinary action by your employer or even criminal prosecution. This code of conduct sets out expectations around online behaviour that could affect professional standing, integrity and dignity.

What this code does not cover:

- Social contact between adult colleagues. However, staff need to be mindful of what they are posting and who can see it. This is important in respect of confidentiality, workplace relationships, and the fact that their online contacts may not appreciate the difference between private and professional comments.
- Membership of professional networks or forums is not covered by this code as these are usually covered by a professional body's own code of conduct.

Membership of forums is not covered, although in extreme cases legal restrictions may apply. Staff should however remember that what they say may reflect upon their professional lives and moderate their comments accordingly.

Code of Conduct:

- Staff should not allow themselves to enter into online contact with children they work with, parents or their families. Friend requests from parents or children and young people under the age of 18 (past or present) in this context should be politely declined by explaining that it is against agency policy, which is designed to protect staff from abuse and misunderstandings.

- Staff should not create web pages, groups or contact lists concerning professional activities carried out on behalf of their agency unless they have express written permission from a senior manager to do so.
- There must be absolutely no private online contact between staff and any children and young people with whom they have a work-related relationship. This includes the storing of images of children under the age of 18.
- Any contact with children and young persons after they have left the organisation (e.g. moved to a secondary school) should be sanctioned by a senior manager within the organisation and the parent and not occur through social networking sites or other online communication technologies
- Online contact made as part of professional duties should always be carried out using technologies provided by the agency or Local Authority. These technologies should have the capability of logging and storing records securely.
- Staff are strongly advised to be careful about what they say online in contact with other young people such as relatives or family friends. This caution should apply to images or video material.

Staff Privacy and Dignity:

Staff are strongly recommended to check that their online privacy settings only allow "friends" to see their profiles. It is also advised that staff do not accept friend requests from people who are not personally known to them.

Staff may wish to ask friends to check before photographs are posted which may cause them embarrassment. Staff posting their own images should bear in mind the fact that any image can easily be downloaded and manipulated and they should choose which images they share accordingly.

It is recommended that staff do not post images that could be used to identify their homes or families.

All staff are advised to make themselves familiar with the parent pages on the CEOP "Think You Know" site at www.thinkyouknow.co.uk and keep themselves up to date with the risks of emerging technologies.

The 'Guidance for Safer Working Practice for those working with children and young people in Education Settings' October 2015 can be accessed at:
https://www.kymallanhsc.co.uk/Document/DownloadDocument/8877

This document is endorsed by the Cumbria Safeguarding Children's Board (SCB) and is being adopted by organisations that employ staff to work with children throughout Cumbria. Section 12 of the guidance covers communication with children and young people using (including the use of technology). This states that:

'Communication between children and adults by whatever method should take place within clear and explicit professional boundaries.

Specifically the guidance recommends that adults should:

- Not give their personal contact details to children and young people including their mobile telephone number and details of any blogs or personal websites
- Only use equipment e.g. mobile phones, provided by the organisation to communicate with children and young people, making sure their parents have given permission for this form of communication to be used.
- Only make contact with children for professional reasons and in accordance with any organisational policy.
- Recognise that text messaging is rarely an appropriate response to a child in crisis or at risk of harm. It should only be used as a last resort where other forms of communication are not possible.
- Not use internet or web-based communication channels to send personal messages to a child/young person.

Ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum.