

CHILD PROTECTION POLICY AND PROCEDURES

The procedures for Safeguarding and Child Protection at St Mark's CE Primary School, Natland are set within the context of the school's overall ethos, vision and aims.

POLICY STATEMENT

MISSION STATEMENT

We aim to provide a safe, caring and inclusive environment in which everyone is able to learn and grow in confidence. We aim to provide education in accordance with the principles and practices of the Church of England. Worship, religious education and spiritual development are at the heart of every aspect of the work of our school. Celebration, inclusion, forgiveness, grace and mercy are some of the key aspects of school life that give it a distinctive Christian ethos.

ETHOS

At St. Mark's C.E. School the health, safety and well-being of all our children regardless of their age, gender, ethnicity or disability is of paramount importance. All children have the right to protection and the right to be safe in our school. Child protection in our school is linked to the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults working in school. It also links to our Health and Safety Policy which includes our procedures for all aspects of adult and child safety.

We regard child protection as the responsibility of **all** staff, governors, volunteers and visitors who come into school. There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, visitors, governors or from external sources – school community, external agencies or individuals. Any prejudice, discrimination or extremist views including derogatory language will be challenged and, where appropriate dealt with.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty, 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. Where political issues are brought to the attention of pupils a balanced presentation of opposing views will be offered.

We will ensure our curriculum content for social and emotional learning includes aspects related to child protection (including on-line safety). We aim to help children stay safe, recognise when they do not feel safe and identify responsible adults they can approach and talk to when worried or in difficulty. We provide a curriculum which will help children to develop the essential life skills and behaviours they need to keep themselves and others safe. We encourage the children to talk openly and feel confidence in the fact they will be listened to.

Circle time, PSHE and RE lessons, alongside collective worship, will be used to help develop appropriate attitudes in our children and make them aware of the impact their decisions have on others.

Our PSHE (Personal, Social, Health and Economic Education), Sex and Relationships Education, Drug Education, Computing Curriculum and KIDSAFE programmes of study help children recognise different risks in a range of situations and teach them how to behave in response. These areas of study aim to empower and equip children with the skills they need to keep themselves safe.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which may originate from a variety of sources and media including via the internet. We also recognise at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including the use of derogatory language. Our teachers and other adults provide a safe environment where controversial issues can be discussed and explored at an appropriate level in an unbiased way.

Where a pupil is placed with an alternative provision provider, we recognise that as the host school we remain responsible for the safeguarding of that pupil and will work closely with the provision provider to ensure the needs of the pupil are appropriately met.

Every effort will be made to establish effective working relationships with parents, carers, colleagues and other agencies enabling us to fulfil our legal duties regarding safeguarding and promoting the welfare of children.

AIMS FOR CHILD PROTECTION POLICY

There are three main aims to our Child Protection Policy:

Prevention: by creating a positive school atmosphere which provides 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 listening to those who may have been or are being abused, offering appropriate support and building relationships based on trust.

We will achieve these aims by:

- ensuring we practise safer recruitment by checking the suitability of adults who have unsupervised contact with children and by supervising others who are temporarily in school but not undertaking 'regulated activity'.
- ensuring all staff and regular volunteers are aware of the DfE statutory guidance 'Keeping Children Safe in Education' (Sept 2018) and 'What to do if you are worried about a child being abused – Advice for Practitioners' (March 2015)
- ensuring staff are alert to any issues of concern in children's lives, are able to recognise the signs and symptoms of abuse and know the school's procedures for reporting concerns, suspected or actual cases of abuse.
- ensuring staff have the skills knowledge and understanding necessary to support and keep safe vulnerable groups e.g. children with communication difficulties and 'looked after and previously looked after children'.
- monitoring and supporting children with agreed Child Protection Plans.
- maintaining records, policies and procedures.
- securely storing confidential records; sharing these appropriately with other professionals.
- ensuring all steps are taken to maintain site security and pupil's physical safety by providing adequate supervision and establishing a safe environment for children to learn and develop.
- promoting good health and preventing the spread of infection.
- equipping children with the skills needed to feel empowered and keep themselves safe.
- managing behaviour and adopting safe and acceptable physical intervention techniques when necessary.

ENTITLEMENT

We accept and embrace our legal responsibilities under the Equality Act 2010. Every child in our school, regardless of background or home circumstances, could be a victim of abuse. All the children are entitled to the same degree of protection and support and all children have opportunities to learn about keeping safe and who to ask for help if their safety is threatened.

IMPLEMENTATION

This policy applies to all who come into contact with children in the school, including teachers, supply teachers, learning support staff, mid-day supervisors, admin staff, kitchen staff, caretaker, visiting students, parents, volunteers, governors and visitors to the school including contractors.

This policy should be read in conjunction with other related school policies and procedures including:

- Overarching Safeguarding Statement
- Health & Safety Policy
- Security Policy
- E-Safety Policy (including use of photographic images)
- Whole School Behaviour Policy (including peer on peer abuse procedure)
- Staff Code of Conduct
- Positive Handling Policy
- SEND Policy
- Relationships and Sex Education Policy
- Drug Education Policy
- Educational Visits Policy and Procedures
- Curriculum Policies for PSHE, Science and Computing
- First Aid, Medication & Support for Pupils with Medical Conditions Policy
- Intimate Care Procedures
- Attendance Procedures
- Whistle-Blowing Policy
- Single Equality Duty
- School Single Central Record
- Data Protection Policy
- Accessibility Plan
- Premises Management and Security Measures (Inspections & Buildings Register)

REVIEW

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

PROCEDURES

ROLES AND RESPONSIBILITIES

All members of the Governing Body and members of staff have a shared responsibility to safeguard children. However, there are certain people with more specific roles and responsibilities. The names of those carrying particular responsibilities in school are:

Designated Safeguarding Lead	June Grant (Deputy Head teacher)
Deputy Designated Safeguarding Lead	Peter Barfoot (Head teacher)
Nominated Governor Child Protection and Safeguarding	Christina Watson
Governor Safeguarding Recruitment	Christina Watson
Safeguarding Recruitment	Peter Barfoot (Head teacher)
Designated Teacher for Children Looked After	Peter Barfoot (Head teacher)

THE ROLE OF THE GOVERNING BODY

The Chair of Governors will report to and liaise with the local authority designated officer (DO) in the event of any allegations of abuse made against the Headteacher.

The Governing Body is accountable for ensuring their establishment:

- has safeguarding arrangements which take into account procedures and practice set up by the LSCB.
- contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children, July 2018.
- has at least one person on any appointment panel who has undertaken safer recruitment training within the last 5 years.
- prevents people who pose a risk from working with children (either paid or unpaid); this includes having procedures in place for dealing with allegations against staff and volunteers and ensuring adequate supervision of volunteers who are not in 'regulated activity'.
- has procedures in place for dealing with allegations against other children (peer on peer abuse). This will generally be in accordance with the Whole School Behaviour Policy though more serious allegations will be dealt with following advice from the Cumbria Safeguarding Hub.
- has effective policies and procedures in place for child protection and staff behaviour (within the Whole School Behaviour Policy and Online Safety) which are provided for staff and appropriate volunteers on induction.
- has a member of the leadership team who is designated to take a lead responsibility for safeguarding and is allowed the time and resources necessary to carry out their role effectively.
- has appointed a designated teacher to promote the educational achievement and well-being of children who are looked after or previously looked after and ensure that this person has appropriate training and information in relation to a child's 'looked after' legal status.
- operates a whistle-blowing procedure without delay with regards to child protection arrangements.
- has a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- ensures staff members do not promise confidentiality to the child and always act in the best interests of the child.
- has a regular update on safeguarding issues (including child protection) on each Full Governing Body agenda.

- has a nominated Governor who will liaise with the Designated Officer (LADO) appointed by the Local Authority and partner agencies in the event of an allegation made against the Head teacher.

HEADTEACHER

It is the responsibility of the Headteacher to:

- ensure the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff and other adults in school.
- ensure all staff receive induction to the work (paid or unpaid) they are to undertake in school including procedures to follow if they are worried about a child or the management of child protection issues in the setting.
- ensure sufficient resources and time are allocated to the Designated Safeguard Lead and other staff to discharge their responsibilities, including contributing to the assessment of children and input into inter-agency meetings.
- ensure all staff, and where appropriate, volunteers 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.
- ensuring all staff and volunteers feel able to raise concerns about poor and unsafe practice in regard to children through the use of the school's whistle blowing procedures.

DESIGNATED SAFEGUARDING LEAD (DSL)

At St Mark's a member of the senior leadership team is designated by the Governing Body as the Designated Safeguarding Lead. The DSL will provide support to staff and other adults to enable them to carry out their safeguarding duties and liaise closely with external services e.g. children's social care.

The DSL (and Deputy DSL) are most likely to have a complete safeguarding picture of an individual child and family background. During term time the DSL or deputy DSL will be available during school hours for staff in school to discuss any safeguarding concerns. Arrangements will be made to ensure access to the DSL or deputy will be available to staff during any off-site visits or other extra-curricular activities.

The DSL will receive and update appropriate training to ensure they have the knowledge and skills necessary for recognising and acting upon Child Protection concerns.

June Grant (Deputy Headteacher) is the DSL for St. Mark's CE Primary School.

Peter Barfoot (Headteacher) is the Deputy DSL will always provide cover for this role.

Liaison and referrals

The Designated Safeguarding Lead will

- liaise with the Headteacher with regards to all child protection issues
- liaise with staff and act as a source of support, advice and expertise within school when deciding to make a referral using the Cumbria Safeguarding Hub Single referral form.
- liaise with the local statutory children's services agencies and the Cumbria LSCB.
- refer all allegations and cases of suspected abuse to Cumbria Safeguarding Hub in accordance with multi-agency threshold guidance.
- refer cases where a child is at risk of immediate serious abuse to Cumbria Safeguarding Hub immediately. **Anybody can make a referral.**
- support members of staff who make referrals to the Local Authority Safeguarding Hub.
- refer cases where a crime may have been committed to the Police.
- refer concerns about pupils who may have disappeared or whose transfer has raised concerns to the Children Missing in Education Officer at Children's Services.
- ensure any child absent without explanation for two days who is currently on a child protection plan is referred to their key worker's Social Care Team.

- refer 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 to the DBS.
- refer all child protection concerns regarding a member of staff to the Local Authority Designated Officer (DO).
- understand and support school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- refer cases, as required, to the Channel programme where there is a radicalisation concern and support staff who make referrals.
- **for Early Years only** inform Ofsted of any allegations of serious harm or abuse by any person working with a child and of any actions taken in respect of the allegations.

Training

The Designated Safeguarding Lead will receive and update appropriate training every two years in order to:

- understand the shared assessment process for providing early help and intervention; Early Help Assessments (EHA).
- have a working knowledge of child protection case conferences and child protection review conferences.
- ensure each member of staff, students and volunteers have access to and understands the school child protection policy and procedures.
- keep detailed, accurate and secure written records of concerns and referrals.
- 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.
- understand the unique risks associated with online safety and be confident with the school's capability to keep children safe whilst online at school.
- recognise the additional risk children with SEN and disabilities (SEND) face online; from bullying, grooming and radicalisation and feel confident in the school's capability to support SEND children to stay safe online.
- encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings within any measures and procedures put in place to protect them.
- understand the importance of information sharing, both within school, with safeguarding partners, other agencies, organisations and practitioners.
- Follow relevant data protection legislations and regulations in line with the Data Protection Act 2018 and the General Data Protection Regulation.

Raising Awareness

The Designated Safeguarding Lead will

- ensure that as a result of induction all staff and volunteers are made aware of, understand and follow the school's child protection policy and procedures.
- ensure all staff have been provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff (Sept 2018) and DfE guidance 'What to do if you're worried a child is being abused' (March 2015)
- ensure the school Child Protection Policy and procedures are reviewed annually and all staff are aware of any changes in implementation.
- ensure the Child Protection Policy is available publicly and parents are made aware of the school's roles and responsibilities in the referral process.
- Where children leave school, ensure their Child Protection file is copied for the receiving school and transferred separately from the main pupil file. Consideration will also be given

to whether information should be shared with the new school in advance of the leaving to provide continuous support.

DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

A previously looked-after child potentially remains vulnerable and all staff need to be equipped with the skills, knowledge and understanding required to keep both looked-after and previously looked-after children safe. The Designated Teacher has a lead responsibility for helping school staff to understand the things which affect how looked after and previously looked after children learn and achieve in line with the DfE policy the Designated Teacher for Looked After and Previously Looked After Children (Feb 2018).

The Designated Teacher for Looked After and Previously Looked-After Children will:

- have received appropriate training and have the relevant qualifications and experience to take the lead in promoting the educational achievement of registered pupils who are looked-after.
- liaise and work together with other agencies providing prompt action to safeguard any looked-after or previously looked-after child.
- promote a culture of high expectations, educational achievement and aspirations for looked after and previously looked after children.
- make sure the pupil has a voice in setting their own learning targets.
- be a source of advice for staff about differentiated teaching strategies and making full use of Assessment for Learning.
- ensure looked-after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of learning at home.
- have a lead responsibility for the development and implementation of the child's personal education plan within school.

ALL STAFF

- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff should know what to do if a child tells them he / she is being abused, neglected or at risk of harm. They should **always** speak to the DSL (or deputy). If in exceptional circumstances the DSL or deputy DSL is not available taking appropriate action should not be delayed. Advice may be sought from senior leadership or children's social care. In these circumstances any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- All staff should be prepared to identify children who may benefit from Early Help. Staff should discuss Early Help requirements with the DSL and be prepared to support other agencies and professionals in an Early Help assessment. In some cases, they may be required to act as the lead professional.
- All staff should be aware of the process for making referrals to children's social care and the role they might be expected to play in assessments following that referral.
- All staff should be aware of and understand the school's safeguarding response to children who go missing in education.
- If staff members have concerns about a child, including situations of abuse which may involve staff members, they should raise them with the DSL (Designated Safeguard Lead).
- All staff have a responsibility to read and properly understand 'Keeping Children Safe in Education (Sept 2018) DfE guidance and 'What to do if you're worried a child is being abused' (March 2015), the School Code of Conduct for Staff and other adults who work with children, the school Child Protection Policy and the procedures to follow if they have any concerns about a child regardless of the presumed seriousness of the case.

- If a staff member has any concerns about a child there should be a conversation with the DSL to agree the course of action, although any member of staff can make a referral to Children's Social Care. If the referral is made by a member of staff, they should inform the DSL as soon as possible.
- If at any point there is a risk of immediate serious harm to a child a referral must be made to Cumbria Safeguarding Hub immediately – **anyone can make a referral.**

SCHOOL COUNSELLING

Ensuring confidentiality between the pupil and the counsellor is crucial to the success of the relationship and the outcomes of counselling. ***There is no such thing as absolute confidentiality when working with children and young people.*** Child protection concerns and the welfare of children and young people will, at all times, take precedence over confidentiality. Counsellors should discuss difficult decisions about disclosures with their line manager or supervisor, and if appropriate, the Designated Safeguarding Lead within school. Where they think anyone is at risk of significant harm they should report this to the Designated Safeguarding Lead as soon as possible.

SUPPORTING PUPILS AT RISK

Our school recognises that school may be the only stable, secure and predictable element in the lives of children at risk.

We will endeavour to support children through:

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

Wider safeguarding responsibilities

Staff will be alert to:

- disclosures by pupils of their exposure to extremist actions, views or materials through outside sources such as their homes or community groups.
- pupils accessing extremist material online.
- pupils using extremist terms or 'hate' terms to exclude others, incite violence.
- pupils voicing opinions drawn from extremist ideologies and narratives.
- intolerance of difference whether secular or religious including those based on gender, disability, homophobia, race, colour or culture.
- parental reports, actions or requests for assistance with regard to changes in behaviour or friendships.
- schools, LA services or police reports of issues affecting pupils in other local schools or settings.
- graffiti symbols, writing or artwork promoting extremist messages or images.

Children who may be particularly vulnerable

Additional care must be taken for children with communication / language difficulties to ensure signs of abuse and neglect are identified and interpreted correctly, but concerns should be

reported in exactly the same manner as for other children. It may be appropriate to seek the services of a professional interpreter where a child has English as an additional language.

Pupils with SEN / Disabilities

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things such as bullying or peer group isolation without outwards showing and signs.
- Communication barriers and difficulty overcoming these barriers.

The potential need for early help and pastoral support for this group of children is considered a priority.

Early Help

Some children may be at increased risk of neglect and / or abuse and would benefit from early help. Factors may include prejudice, discrimination, isolation, social exclusion, communication issues or reluctance on the part of the adults to accept that abuse happens. Any child may benefit from early help though we are particularly alert to the potential need of a child who:

- is disabled, has specific additional need or special educational needs.
- is living in a known domestic abuse situation.
- is showing signs of being drawn into anti-social or criminal behaviour.
- is affected by known parental substance misuse or mental health problems.
- is at risk of fabricated or induced illness.
- is a young carer.
- is an asylum seeker.
- has returned home to their family from care.
- is frequently missing / goes missing from home or care.
- is at risk of modern slavery, trafficking or exploitation.
- is vulnerable to being bullied or engage in bullying.
- is showing early signs of abuse and / or neglect.
- is at risk of being radicalised or exploited.
- is privately fostered.
- is living a transient lifestyle.
- is living in chaotic, neglectful and unsupportive home situations.
- is vulnerable to discrimination on the grounds of race, ethnicity, religion or sexuality.
- does not have English as a first language.

Child in Need

A child in need is defined as a child who is disabled or unlikely to achieve or maintain a reasonable level of health development, or whose health is likely to be impaired, without the provision of services. Children in need may be assessed under section 17 of the Children act 1989.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation for 28 days or more by a person with parental responsibility for them or a relative in their own home. Where such a case comes to the attention of staff it should be reported to the DSL. The DSL will notify the LA to allow checking that the arrangement is suitable and safe for the child.

RECOGNISING ABUSE, NEGLECT AND SIGNIFICANT HARM

The Children Acts 1989 and 2004 define a **child** as anyone who has not reached their 18th birthday. The concept of **significant harm** provides the threshold that justifies compulsory intervention in family life in the best interests of the child. It gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of the child who is suffering or likely to suffer significant harm. It includes where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilations or other so-called honour-based violence, extra-familial threats such as radicalisation and sexual exploitation. All staff are aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of terms:

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Abuse may be by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on their emotional development. It may involve conveying to a child 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 them. It may feature age or developmentally inappropriate expectations being imposed or the prevention of participation in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying). Some level of emotional abuse is involved in all types of maltreatment of a child.

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact including penetration or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. They also may include non-contact activities such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging sexually inappropriate behaviour or grooming in preparation for abuse. Sexual abuse may be perpetrated by males, females or other children (peer on peer abuse).

Neglect

The persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter. It may include failure to protect a child from emotional harm, danger or inadequate supervision. It may include lack of medical care or treatment or unresponsiveness to a child's basic emotional needs.

Specific Safeguarding Issues

All staff are aware that behaviours linked to activities such as drug taking, alcohol abuse, truanting and sexting put children in danger.

We will seek advice and support from the LSCB and other professional organisations such as the NSPCC are best placed to provide up to date guidance on the following issues:

- Children missing from home, care or education
- Homelessness
- Children with family members in prison
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Child sexual exploitation (CSE)
- Sexting – follow guidance set out in UKCCIS publication
- Child Criminal Exploitation (*County Lines*) – consider a referral to the National Referral Mechanism
- Female genital mutilation (FGM)
- Honour Based Violence (HBV)
- Bullying including cyberbullying
- Domestic violence and abuse
- Drugs
- Fabricated or induced illness
- Mental illness
- Private fostering
- Gender based violence
- Radicalisation – school will refer to the Statutory Prevent guidance, make a referral to the Channel programme and / or Safeguarding Hub.
- Trafficked children
- Gangs and youth violence
- Faith abuse

Domestic Abuse

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse may be (but is not limited to) psychological, physical, sexual, financial or emotional. Exposure to domestic abuse can have long lasting impact on children. We follow the advice of Cumbria LSCB when identifying children who may be affected.

Children Missing from Education

A child who is missing from education is a potential indicator of abuse or neglect. The school has appropriate procedures and responses in place for children who go missing from education to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future. These procedures are shared with all staff on Induction. We follow the Cumbria LSCB guidance and procedures on Children Missing from Home, Care or Education. We will 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 ten school days or more.

Child Criminal Exploitation (County Lines)

Criminal exploitation of children is a geographically widespread form of harm which is a typical feature of county lines criminal activity. Indicators of child involvement include a child missing

episodes from education. When a concern is raised the school will make a referral to the National Referral Mechanism.

Child Sexual Exploitation (CSE)

All suspected cases of CSE will be referred to the Cumbria Safeguarding Hub. This form of abuse is typified by some form of power imbalance in favour of the perpetrator. The imbalance may be due to age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Awareness of warning signs can help adults stop abuse before it develops further. Some of the warning signs are:

- becoming secretive and stop engaging with their usual friends.
- changes in online activity
- going missing from home, be defensive about their location or activities, return home late or stay out all night.
- missing school.
- being in possession of new, expensive items they could not normally afford.
- exhibiting a sudden change in dressing patterns, musical tastes etc.
- looking tired and / or unwell, sleeping during the day.
- changes in emotional well-being.
- marks or scars they try to conceal.
- misuse drugs or alcohol.
- associating with or developing sexual relationships with older individuals or with other young people involved in exploitation.
- sexually transmitted infections or pregnancy.
- adopting new 'street language' or respond to a new 'street name'.

Female Genital Mutilation (FGM)

Schools have a mandatory duty to report cases where an act of FGM appears to have been carried out to the Police. Suspected cases should also be reported to the school DSL and involve the Cumbria Safeguarding Hub. Reference will also be made to HM Government Multi-Agency statutory guidance on female genital mutilation (April 2016).

'Honour-Based' Violence (HBV)

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

Sexting

When an incident involving sexting comes to the school's attention we will follow the guidance below which comes from the UKCCIS publication.

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into consideration. The law makes it clear sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Therefore, any situations involving our pupils and sexting will be taken seriously as potential indicators of a wider child protection concern or as being problematic sexual behaviour. School will refer to the document 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UK Council for Child Internet Safety) for further more specific advice.

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses that they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. We recognise that, for the child, disclosure is likely to be the last resort.

Preventing Radicalisation

Protecting pupils from the risks of radicalisation and extremism forms part of the school's wider safeguarding duties. Schools have a statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism or extremism' (Prevent Duty). School requirements fall into 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 our procedures take into account the policies and procedures of Cumbria LSCB.
- **Staff Training** – we will ensure all 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. The Headteacher and DSL will receive additional training when it is available and cascade to other staff, Governors and volunteers as appropriate.
- **Online/E-Safety** – we will ensure that pupils are safe from terrorist and extremist material when accessing the internet in school. Further information may be found in the school E-Safety Policy.

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

CONCERNS ABOUT A CHILD

When a staff member has concerns about a child they should raise it with the DSL who will help decide what to do next. Options may include:

- managing support internally via the school's pastoral support processes.
- early help assessment.
- referral for statutory services.

Concerns may accumulate over time and build up evidence of a picture of harm. All concerns should be reported in writing using the school's concerns form to ensure evidence is gathered and support can be accessed at the earliest opportunity. The DSL will decide whether to make a referral to Cumbria Safeguarding Hub. If a member of staff feels their genuine concerns are not being addressed they may refer to the Safeguarding Hub directly.

Where a child and family would benefit from co-ordinated support from more than one agency there will be an inter-agency assessment. This will identify the help required to prevent the need from escalating to a point where intervention by a statutory assessment under the Children Act 1989 would be required. The Early Help Assessment should be undertaken by a lead professional; this may be a teacher, SEND co-ordinator, General practitioner (GP), family support worker or health visitor.

It is important for the child to receive the right help at the right time to address risks and prevent issues from escalating. Research and Serious Case Reviews have shown the dangers of failing to take effective action. If the child's situation does not appear to be improving the staff member should press for re-consideration. Concerns should always lead to help for the child at some point. School may refer to the action flowchart Appendix C is taken from 'Keeping Safe in Education' (Sept 2018).

If at any point there is risk of immediate serious harm to a child, a referral should be made to the Cumbria Safeguarding Hub immediately.

DEALING WITH DISCLOSURES FROM CHILDREN

If a disclosure is made to a member of staff or other adult working in school the adult will take care not to influence the evidence put forward, jump to conclusions, ask leading questions or 'put words into the child's mouth'. The adult must respond sensitively but must not promise confidentiality with regard to any possible safeguarding issue. When a disclosure is made the adult receiving the disclosure must inform the person disclosing who they (the adult receiving the information) need to tell in order to keep the child or other children safe.

The Designated Safeguarding Lead must be informed and the adult who received the disclosure must use the school's Child Disclosure / Concern Record (Appendix A) to write a factual recount of the conversation using the exact words the child used. This must be signed and dated as it may be used in any future proceedings. Any other documentation (e.g. witness statements) will be kept with the disclosure form. A decision about any action required will be made by the Designated Safeguarding Lead and Headteacher. The records will be stored securely in the Child Protection files held securely in the Headteacher's office.

The Designated Safeguarding Lead (and / or the Head teacher) will evaluate the evidence and make initial telephone contact with the Cumbria Safeguarding Hub (0333 240 172) if it is deemed necessary. The Cumbria Safeguarding Hub will undertake an assessment of need and advice will be given. Confirmation of the referral must be made to the Hub in writing using the Cumbria Safeguarding Hub Single Contact Form within 48 hours. E-mails sent to safeguardinghub.fax@cumbria.gov.uk must be password protected and the password forwarded in a separate e-mail. This service is available any time of day or night.

School will not take any action beyond that agreed in the procedure established by the Cumbria Local Safeguarding Children's Board (LSCB).

The LA should make a decision within one working day of a referral being made about the course of action being taken and should let the referrer know the outcome. The DSL will follow up on a referral should that information not be forthcoming. If after referral the child's situation does not appear to be improving the DSL will press for re-consideration using the Cumbria LSCB Escalation Policy and procedures to ensure their concerns have been addressed and that the child's situation begins to improve.

Listening to Children

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

Vigilance: adults to notice when things are troubling them.

Understanding and action: to be heard, understood and to have that understanding acted upon.

Stability: to be able to develop an on-going relationship of trust with those helping them.

Respect: to be treated with the expectation that they are competent.

Information and engagement: to be informed about and involved in procedures, decisions and plans.

Explanation: of the outcomes of assessments and decisions and reasons when their views have not met with a positive response.

Support: in their own right as well as a family member.

Advocacy: to assist them in putting forward their views.

Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. School staff will work with the child and their family collaboratively when deciding how to support the child's needs.

Vulnerable Groups

Special provision will be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and / or trafficking. Staff and other adults may need to take extra care to ensure signs of abuse or 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.

If a child chooses to disclose the adult **WILL**:

- be accessible and receptive.
- listen carefully and uncritically at the child's pace.
- take what is said seriously.
- reassure the child they are right to tell.
- tell the child that this information must be passed on.
- make a record of what has been said using the child's own words on the school Child Disclosure/Concern Record (appendix A)
- pass information on to the Designated Safeguarding Lead.

If a child chooses to disclose the adult will **NEVER**:

- take photographs or examine any injury.
- investigate or ask leading questions.
- speculate, jump to conclusions, make accusations, pass judgement
- confront another person (adult or child) allegedly involved.
- react with shock, anger or horror.
- offer opinions or make promises of confidentiality.
- assume someone else will take the necessary action.

INDUCTION AND TRAINING

All school staff are required to undertake an appropriate level of safeguarding training at induction. Training must be updated regularly. They must receive regular updates as required to provide relevant skills and knowledge to safeguard effectively.

Staff must understand and follow the guidance in the Overarching Safeguarding Statement, Child Protection Policy and procedures and the school Code of Conduct for staff and other adults. They must also be familiar with the school's policy and procedures for whistle-blowing. This will initially form part of the induction process for new staff. Staff will receive safeguarding and child protection updates (e.g. through staff meeting / briefing) as required to ensure they have the relevant skills and knowledge to safeguard children effectively.

All staff are required to undertake Level One Safeguarding Training which must be refreshed every three years.

All staff and volunteers working in 'Regulated Activity' are provided with a copy of part one 'Keeping Children Safe in Education – Safeguarding information for all staff (Sept 2018), DfE guidance 'What to do if you're worried a child is being abused' (March 2015), the school Child

Protection Policy and procedures and the school Code of Conduct for staff and other adults. These documents form part of the induction process.

The DSL is required to undertake both Level 2 (Single Agency) and Level 3 (Multi-Agency) Safeguarding Training and update 2 yearly. The Deputy DSL is required to undertake at least Level 2 Safeguarding Training. They will attend additional training as necessary to ensure their knowledge and skills are updated.

The nominated governor will receive safeguarding training from a strategic perspective. This will be updated regularly and disseminated to the rest of the governing body.

At least one member of the governing body will have undertaken safer recruitment training.

The agenda for full Governing Body meetings will include a safeguarding section to ensure governors are kept up to date regarding safeguarding training and issues.

Training will enable staff to respond promptly and appropriately to:

- internal school procedures, roles and responsibilities.
- significant changes in children's behaviour.
- general health, safety and welfare issues.
- any reasons to suspect neglect or abuse.
- deterioration in children's general well-being.
- unexplained bruising, marks or signs of possible abuse or neglect.
- children's disclosures or comments giving cause for concern.
- inappropriate behaviour displayed by other members of staff or any other person working with the children.
- Whistleblowing procedures as they refer specifically to Child Protection.

RECORD KEEPING

Members of staff will record any welfare concerns about a child on a Child Disclosure/Concern Record (appendix A), with a body map where injuries have been observed. Concerns must be recorded as soon as possible. They must be signed, dated and passed on to the DSL. The DSL will share all concerns raised with the head teacher.

Blank Child Disclosure/Concern Records are kept in the Headteacher's office.

Child protection records are kept securely in the Headteacher's office and are shared on a 'need to know' basis. They are kept separate from the child's general school records in a locked cabinet.

All child protection records are forwarded to the DSL at the child's subsequent school under confidential and separate cover. Confidential files that must be posted (e.g. out of County moves) should be marked private and confidential and sent via 'Special Delivery' postage to ensure their whereabouts are tracked.

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

MANAGING ALLEGATIONS AGAINST OTHER PUPILS (peer on peer abuse)

We recognise that some pupils may sometimes negatively affect the learning and well-being of others. Their behaviour will generally be dealt with under the school's Whole School Behaviour Policy. We strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it.

Allegations may be made against pupils by pupils. Issues raised may include physical abuse, emotional abuse, sexual abuse or sexual exploitation. Such abuse will never be passed off as 'banter' or 'part of growing up'. Claims and allegations will be investigated as for any other type of abuse.

School will refer to the additional information in Annex A of Keeping Children Safe in Education (Sept 2018) and DfE best practice advice 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018) when dealing with peer on peer abuse issues where it is deemed appropriate.

ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

Allegations relating to members of staff and volunteers working in school will be investigated regardless of whether the school is the alleged place where the abuse took place. Allegations against staff or volunteers are dealt with in accordance to specific procedures published on the LSCB website and Part 4 of 'Keeping Children Safe in Education'.

School will use the Cumbria LSCB Allegations Management Procedures Flowchart to ensure appropriate actions are taken

There may be situations when the Case Manager will want to involve the Police immediately, for example if the person is deemed to be an immediate risk to children or there is possible evidence of a criminal offence.

All staff must be aware that it is a **disciplinary offence** not to report concerns about the conduct of a colleague that could put a child at risk.

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 / adult's own words, including details on when and where the alleged incident took place, who was present and what happened.
- sign and date the written record.
- report the matter immediately to the Headteacher, or deputy in his / her absence. Where the Headteacher is the subject of an allegation, the allegation will be reported to the Chair of Governors. In all instances the most senior person will be allocated the role of 'Case Manager'. Confidentiality must be maintained at all times.

The Case Manager will:

The Case Manager will discuss the allegation with the Local Authority Designated Officer within **1 working day**. If the allegation is out of normal office hours and requires immediate attention the Case Manager will consult with the Cumbria Safeguarding Hub or local police. They must then inform the LADO on the next working day.

The purpose of the initial discussion is for the Case Manager and the LADO to consider the nature, content and context of the allegation and agree a course of action. The following may be required to inform the course of action required.

- signed and dated written details of the allegation from the person receiving the allegation.
- any other information and names of potential witnesses.
- a chronology of significant events.
- information already known about those involved; previous history, other allegations made by the child or family, the individual's current contact with the child.
- details from any incident or log books.

The notification form to report in writing to the LADO is available on the Cumbria LSCB website. Completed forms must be sent to the Cumbria Safeguarding Hub using one of the following methods:

- Fax 01768 812090
- EMail: lado@cumbria.gov.uk
- Post: DO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ

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

In case of emergency outside these hours please contact:

- Emergency Duty Team on 0333 2401727

The Case Manager will contact the LADO if the member of staff or another adult (including volunteer) has:

- behaved in a way that has harmed, or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child in a way that indicates he / she may pose a risk to children.

The advice of the LADO may also be sought if there is uncertainty as to whether a referral should be made; for example where there are concerns about the adult's conduct outside school which may raise concerns about their suitability to work with children.

The Case Manager will inform the accused person about the allegation as soon as possible after consulting the DO. The Case Manager must provide them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Case Manager will not do so until those agencies have been consulted and agreed the information which may be disclosed to the accused.

The Case Manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider any other support appropriate to the individual.

Parents or carers of the child involved will be told about the allegation as soon as possible. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Case Manager will not do that until those agencies have been consulted and agreed the information which may be disclosed. Parents or carers will also be kept informed about the progress of the case and told the outcomes.

Parents will also be made aware of the requirement to maintain confidentiality about any allegations made whilst investigations are ongoing.

Initial Consideration by Case Manager and LADO

The Case Manager and LADO will establish whether the allegation is within the scope of Cumbria LSCB procedures and requires further investigation. The discussion will centre on whether there is a need for:

- police investigation, because a crime has been committed.
- enquiries and assessment by social care to determine if services or emergency action are required.
- consideration of disciplinary action by the employer.

A formal strategy meeting may then be set up involving Children's Social Care and / or the Police. The LADO will provide advice to the Case Manager if disciplinary action by the employer is required to provide a satisfactory conclusion.

Suspension

The decision on suspension / transfer to other duties of the staff member subject to the allegation is the responsibility of the Case Manager after having consulted with their HR adviser and the LADO. Suspension will never be the automatic step for staff subject to allegations; each case will be dealt with on its merits taking the seriousness of the allegation and / or the potential risk to children into consideration.

Subsequent actions

The detailed procedures which must be followed after the initial consideration are available on the Cumbria LSCB website. The Case Manager is expected to keep the DO advised of progress. Referrals must also be made to the Disclosure and Barring Service (DBS) if concerns are raised that a person has caused harm or poses a future risk of harm to children. If a member of staff or volunteer is removed or dismissed because they have harmed a child, or if they would have done so had the individual not left, the DBS **must** be informed. The school will also consider whether a referral to the Teaching Regulation Authority is appropriate.

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 may be difficult it is particularly important where the welfare of a child may be at risk.

Reasons for whistle blowing:

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

Barriers to whistle blowing:

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

How to raise a concern:

- try to pinpoint exactly what practice is causing concern and why.
- voice concerns, suspicions or uneasiness as soon as possible to the Headteacher or the DSL.
- Ideally concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible.
- If the concern is related to the Headteacher the Chair of Governors should be contacted. If it is felt the issue needs reporting to someone outside school, contact Cumbria Safeguarding Hub.

The staff member reporting should ensure they get a satisfactory response. If they feel their genuine concerns are not being addressed the issue should be referred in writing to the Local Safeguarding Hub.

A staff member is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for concern.

What happens next?

- the individual reporting concerns will be given information on the nature and progress of any enquiries.
- the employer has responsibility to protect individual 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 which they know to be impairing their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. In most instances this will remain confidential, the exception is where the difficulties raise concerns about the welfare or safety of children.

Further advice and support:

It is recognised that whistle blowing is stressful. Advice is available from senior managers, HR providers or your trade union. The school has Whistleblowing policies and procedures, a copy of which can be found on the school server.

MEDICINES

Persons working with children must not be under the influence of alcohol or any other substance which may affect their ability to care for children. Where a staff member or volunteer is on medication they must seek medical advice to ensure it will not affect their ability to care for children. All staff medication must be securely stored and out of the reach of children.

The school policy for 'First Aid, Administration of Medication and Supporting Pupils with Medical Conditions in School' can be found on the server if further advice is required on specific procedures for safeguarding children in relation to medication.

E-SAFETY, USE OF MOBILE PHONES AND CAMERAS

We recognise the use of new technologies presents challenges and significant risks to children both inside and outside of school and the use of technology has become a significant component of many safeguarding issues. St Mark's school provides a comprehensive curriculum which enables all pupils to learn about and manage associated risks effectively. We provide opportunities for parents and staff to become aware and alert to the needs of keeping children safe online.

Staff will be made aware of how to maintain their position of trust in and outside school and made aware of the dangers associated with social networking sites. Mobile phone or electronic communication (e-mail, text etc.) with a pupil at our school is not acceptable other than for approved school business.

When using digital images, staff will inform and educate pupils about the risks associated with taking, sharing, distributing images. Staff are allowed to take digital / video images of pupils to support educational aims though these should normally be taken only on school equipment. If personal equipment is used, the individual should inform another member of staff, show them the images and ensure the downloading and deletion of the images from the personal device is witnessed.

Photographs published on the school website and Facebook page will be selected carefully and only include pupils who have written permission from parents for images to be used. Pupil's full names will not be used on the website, particularly in association with photographs. Pupils are discouraged from bringing mobile phones to school. Where this occurs the device will be switched off, looked after by staff and returned to a parent or carer at the end of the school day.

We will ensure we have appropriate and reasonable security filters and monitoring systems in place.

Detailed information can be found in the school's E-Safety Policy and Staff Code of Conduct.

ALTERNATIVE PROVISION

Where the school places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will seek to ensure the provider meets the needs of the pupil. We will obtain written confirmation from the provider that appropriate safeguarding checks have been carried out on individuals working at the establishment i.e. those checks that the school would perform in respect of its own staff.

WORKING WITH OTHER AGENCIES

St. Mark's school is committed to working with other professionals and agencies to ensure children's needs are met and children are protected from harm. We will endeavour to identify children and families who may benefit from intervention and support from external professionals and seek to make referrals (in discussion with parents / carers) as appropriate. Information on the Early Help Assessment process is available via the Cumbria LSCB website.

Schools are not the investigating agency where child protection concerns occur, all relevant cases will be passed to the statutory agencies. School will support the agencies in undertaking their roles and support the child whilst investigations and assessments take place.

We will also work with local partners, families and communities in our efforts to ensure staff in our school understand and embrace our local context and values. We will challenge extremist views and assist in the broadening of our pupils' experiences and horizons. We will work with external agencies to help support pupils who may be vulnerable to such influences.

PARTNERSHIP WITH PARENTS AND CARERS

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

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

Wherever possible school will discuss concerns about a child with parents and carers. Only in exceptional circumstances will school discuss concerns with Children's Social Care or the Police without parental knowledge. We aim to maintain a positive relationship with all parents.

CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection are confidential and personal. It is for the Designated Safeguarding Lead to decide what information needs to be shared, with whom, how, when and whether parental consent needs to be gained for this process. If in doubt, the DSL may seek advice from the Cumbria Safeguarding Hub. Further guidance on Information Sharing can be found in the DfE 'Information Sharing – Guidance for Safeguarding Practitioners' (July 2018)

All staff are made aware they cannot keep 'secrets'. If a child discloses abuse or gives information which suggests they may be unsafe, it MUST be passed on to the DSL as soon as possible. The child must be told who their disclosure will be shared with and what will happen next.

CURRICULUM AND STAYING SAFE

The 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 safety and the importance of

protecting others. Children will be listened to and their concerns will be taken seriously and acted upon appropriately. Records will be kept of reported incidents.

We recognise the need for pupils to understand opposing views and ideologies appropriate to their age, understanding and abilities. We believe pupils should be able to actively engage in informed debate and may use external agencies or speakers to facilitate this. We will positively vet external agencies, individuals and speakers who are invited into school to ensure we do not unwittingly expose the pupils to messages which are inconsistent or in opposition to the school's values and ethos.

Vetting aims to ensure that:

- any messages communicated to pupils supports 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, violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion, 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 the pupils.

Supervision and Support

Any member of staff affected by issues arising from concerns about a child's welfare or safety can seek support from the DSL. The DSL can put staff and parents in touch with outside agencies for professional support where required.

Effective supervision provides support, coaching and training for staff and volunteers and promotes the best interests of the child.

The key functions of supervision are:

Performance Management

- ensure performance and practice is competent, accountable and soundly based in research and practice knowledge.
- ensure that safeguarding children practice is consistent with the Cumbria Safeguarding Children Board Procedures.
- ensure practitioners fully understand their roles, responsibilities and the scope of their professional discretion and authority.
- provide reflective space to analyse ongoing work and specific incidents, to assess need and risk and provide an important check and balance on decision making and planning.

Professional Development

- ensure that professional development needs, including safeguarding practice are considered and supported.

Personal Support

- provide reflective space for the supervisee to discuss and work through the personal impact, including emotional impact, of their role and responsibilities.

Good supervision will involve a balance between all three elements outlined above over the course of the supervision process.

SAFE WORKING PRACTICE

Members of staff are required to work within clear Guidelines on Safe Working Practice and this Child Protection Policy and procedures, the Staff Code of Conduct and the ICT Acceptable Use Agreement. This includes sections relating to staff / pupil relationships and communications including the use of social media.

All school staff and other adults should take care not to place themselves in a vulnerable position regarding child protection or potential allegations e.g. it is advisable for work with individual children or parents to be conducted in view of other adults.

It is not realistic to suggest that staff should never touch pupils; staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances. Physical Intervention will only be used when a child is endangering him/herself or other individuals. Such events will be recorded in the appropriate book and signed by a witness.

COMPLAINTS

The school's complaints procedure is available from the office for parents, pupils and staff who wish to report concerns. All reported complaints and concerns will be taken seriously and considered following the relevant and appropriate process.

SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING

St Mark's school adopts recruitment procedures that help identify, deter, and reject people who may pose a risk to children. The Governing Body will make decisions about the suitability of prospective employees and volunteers based on checks and evidence including: criminal records checks (DBS checks), barred list checks, prohibition checks together with references and interview information. Volunteers will be appropriately supervised.

School will maintain an accurate Single Central Record of all employees. At least one person on any appointment panel will have undertaken safer recruitment training and updates as required. Prior to appointment at St Mark's an individual is required to complete a self-declaration form about their own convictions, caution, reprimands or warnings and to declare that they are not living in the same household where another person who is disqualified lives (disqualification 'by association').

Childcare Act 2006/ Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendments) Regulations 2018

The above legislation applies mainly to primary schools and those settings with early years' pupils. Governors and senior leaders recognise the need to create a culture and environment where staff feel comfortable to discuss matters outside of work which may have implications for the safeguarding of children in the workplace.

Staff are expected to discuss with Governors and senior leaders any situation where their relationships and associations within and outside the workplace (including online) may have implications for the safeguarding of children in school.

These discussions can assist in safeguarding the employee's welfare and help identify whether supervision arrangements are needed to provide support for the staff. They may also help with the management of child safety through consideration of any measures needed to safeguard children (e.g. arrangements to stop or restrict a person known to or living with a member of staff coming into school where a potential risk to children has been identified).

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (DBS)

The Disclosure and Barring Service's (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

the 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 if they had not left. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or if they are suspended as they meet the 'harm' criteria. Advice may be sought from DO if there is uncertainty over whether a referral should be made.

REFERRAL TO OFSTED

Early Years provision at this school is not registered with Ofsted separately from the school and therefore there is no legal requirement to notify Ofsted of any serious accidents, injuries or deaths which occur in relation to the childcare we provide. However, in line with the Statutory Framework for EYFS we will notify our local Child Protection Agency of any such incidents in relation to EYFS children.

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services are provided by another body on the school premises, the Headteacher and Governing Body will seek assurances that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If assurance is not achieved an application to use the premises may be refused.

SAFETY OF PREMISES, ENVIRONMENT AND EQUIPMENT

We will ensure our premises and outdoor space are safe, fit for purpose and suitable for the age of the children using it. The premises will be secure. Furniture, equipment and toys will be clean and safe.

We will take reasonable steps to ensure the safety of children, staff and others on the premises in case of fire or other emergency and have evacuation procedures. Fire exits are clearly identifiable; fire doors are kept free of obstruction and are easily opened from the inside.

We operate a strict no smoking policy – this includes the use of electronic cigarettes.

Children will be kept safe on outings and written consent will be obtained for their participation in offsite events. Thorough risk assessments will be made for each individual trip and these alongside the trip details will be agreed by the Educational Visits Coordinator (see Educational Visits Policy and Procedure for further details).

All members of staff have a responsibility for maintaining awareness of building and grounds safety and security and for reporting concerns as they arise.

We will only release children into the care of individuals who have been notified to us by the parent or carer and ensure children do not leave the premises unsupervised. We take all reasonable steps to prevent unauthorised persons from entering the premises and have an agreed procedure for checking the identity of visitors. Visitors must sign in and out via the main office and display a visitor's badge whilst onsite. Individuals who are not known or identified should be challenged.

School will not accept the behaviour of any individual that threatens school security or leads others to feel unsafe. Such behaviour will be treated as a serious concern and may result in refusal of access to the site.

We comply with health and safety legislation. See school Health and Safety Policy and Risk Assessments for further details on procedure.

MONITORING AND REVIEW

Safeguarding including child protection is a regular agenda item at full Governor meetings. The DSL regularly updates on staff / governor training and any other relevant issues or changes.

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

Reviewed: October 2018
Reviewer: DSL (June Grant)

GUIDANCE FOR STAFF

When to be concerned

Staff should be concerned about a pupil if:

- there is persistent failure to meet the child's basic needs e.g. provision of adequate food, clothing, shelter, medical care, supervision or emotional needs.
- there is an injury, which is not typical of the bumps and scrapes normally associated with children's injuries.
- there are regular unexplained injuries.
- confused or conflicting explanations are given about how a particular injury was sustained.
- the child is reluctant to change for P.E in front of others.
- significant changes in behaviour, performance or attitude are displayed.
- sexual behaviour which is inappropriate to the child's age.
- an experience in which he or she may have been significantly harmed is disclosed.

Dealing with a disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said and allow the child to speak freely.
- avoid the use of direct, closed or leading questions.
- reassure the child they have done the correct thing by telling someone but do not make promises you may not be able to keep.
- do not promise confidentiality.
- do not criticise the alleged perpetrator.
- explain what has to be done next and who has to be told.
- inform the designated teacher verbally and in writing.
- other members of staff should not question the child.

Record Keeping

When a pupil makes a disclosure the member of staff should:

Make brief notes as soon as possible after the conversation and then record the details in writing using the school's Child Disclosure / Concerns Record making sure to:

- record the date, time, place and any noticeable non-verbal behaviour or words used by the child.
- record statements and observations rather than interpretations or assumptions.
- draw a diagram to indicate the position of any bruising or other injury when appropriate.
- do not destroy the original notes in case a court needs them.
- ensure all notes and records are passed to the Designated Safeguarding Lead (DSL)

October 2018
to be reviewed by October 2019

REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

This policy takes account of DfE, Ofsted and LSCB guidance including:

- Working Together to Safeguard Children (July 2018)
- DfE Keeping Children Safe in Education (Sept 2018) and supporting guidance
- DfE What to do if you are worried about a child being abused – Advice for Practitioners (March 2015)
- DfE Disqualification under the Childcare Act 2006 – Statutory Guidance for local authorities.
- DfE Statutory Framework for Early Years Foundation Stage (March 2017)
- DfE Behaviour and Discipline in Schools – Advice for Head teachers, School Staff (Jan 2016)
- DfE Use of Reasonable Force - Advice for Head teachers, School Staff (July 2013 revised 2015)
- DfE The Prevent Duty – Departmental advice for schools and childcare providers (July 2015)
- HM Government Multi agency statutory guidance on female genital mutilation (April 2016)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Sept 2018)
- DfE Role and Responsibilities of the Designated Teacher for Looked After and previously Looked After Children (Feb 2018)
- DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- Cumbria Local Safeguarding Board (LSCB) guidance and procedures

This policy is written in line with The Children's Act 1989:

Child Support:

Section 17 which aims to identify those children and families in need of support. Where the child is not at risk of significant harm but the family would benefit from receiving services from Children's Social Care. (Referral must be done with the consent of the parent / carer)

Child Safety:

Section 47 which places a duty on Children's Social Care to assess children deemed to be at risk, suffering from or likely to suffer from significant harm. (Parent / carer permission for referral must be sought unless permission seeking in itself may jeopardise the investigation or place a child at risk of harm).

Child Disclosure / Concern Record

PART 1

Child's Name:		Date of Birth:
Gender: M/F	Year Group:	Attendance:
Date: <i>(of writing this record)</i> Day of the Week:		Time: <i>(of writing this record)</i>
Person completing this form		
Print Name:	Signature:	Job Title / Role:
Reason(s) for recording the incident:		
Record the following <u>factually</u>: Who? What <i>(if recording a verbal disclosure by the child use their words)?</i> ; Where?; When <i>(date and time of incident)?</i> ; Any witnesses?		
Body Map Completed? Yes / No <i>(Please attach)</i>		
Note actions taken; <i>(include the names of persons to whom information was passed on to)</i>		
Any other relevant information:		

Child Disclosure / Concern Record

PART 2

For use by the Designated Safeguard Lead (DSL) – or the Deputy DSL in their absence

Time and Date information received:
Information received from:
Any advice sought by DSL (e.g. contact with Cumbria Safeguarding Hub or other agency) <i>(include details of the organisation, date, time, name of contact, their role, advice given)</i>
Actions taken: (e.g. contact Children's Services, Single Point of Contact on-line form completed; monitoring advice given to appropriate staff, Early Help / CAF registered etc.)
If decision is not to refer, justify reason:
Parents informed: Yes / No Reasons:
Where any additional information regarding the child / incident may be found (e.g. pupil file, serious incident book, accident book)
Signed:
Print Name:
Date:
For future completion Any names of individuals / agencies who have given information regarding the outcomes of any referral (if made)