

CHILD PROTECTION POLICY

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.

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 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 don't 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), S.R.E (Sex and Relationship 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.

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' (September 2016) 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 'children looked after'.
- 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.

DEALING WITH DISCLOSURES

If a disclosure is made to a member of staff or other adult working in school the adult will not 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 then 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 used. This must be signed and dated as it may be used in any future proceedings. A decision about any action required will be made by the Designated Safeguarding Lead and Headteacher. The record will be stored securely in the Child Protection records held within the Headteacher's office.

The Designated Safeguarding Lead (or the Headteacher) may make a telephone referral to the Cumbria Safeguarding Hub (0333 240 1727). Concerns may be outlined, 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 to ensure their concerns have been addressed and that the child's situation begins to improve.

Listening to Children

Working Together to Safeguard Children (March 2015) 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.

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

- 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 who the information must be passed on to.
- pass information on to the Designated Safeguarding Lead.

- make a record of what has been said using the child's own words on the school Child Disclosure/Concern Record (appendix A)

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 allegedly involved.
- react with shock, anger or horror.
- offer opinions or make promises of confidentiality.
- assume someone else will take the necessary action.

Vulnerable Groups

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 without outwards showing and signs.
- Communication barriers and difficulty overcoming these barriers.

We will endeavour to support children through:

- a consistent approach which supports all children.
- listening to the child's view with an open mind.
- the 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 behaviour policy and 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 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.

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	Diana Outhwaite (Vice - Chair)
Governor Safeguarding Recruitment	Diana Outhwaite (Vice - Chair)
Safeguarding Recruitment	Peter Barfoot (Head teacher)
Designated Teacher for Children Looked After	Peter Barfoot (Head teacher)

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.

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) 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.
- refer cases where a child is at risk of immediate serious abuse to Cumbria Safeguarding Hub immediately. **Anybody can make a referral.**
- Support staff who make referrals to the Local Authority Safeguarding Hub.
- 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 (LADO).
- 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.
- 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.
- 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.

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 2016) 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.

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 Head teacher.

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, September 2016.
- 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 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 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 (DO) 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 Head teacher 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 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.
- 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 TEACHER FOR CHILDREN LOOKED AFTER

The Designated Teacher has a lead responsibility for helping school staff to 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 Children Looked After (2009).

The Designated Teacher for Children Looked After will:

- promote a culture of high expectations and aspirations for how children looked after learn.
- 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 children looked after 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.

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 or neglected.
- 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.
- 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 Information for All School and College staff' DFE guidance and 'What to do if you're worried a child is being abused', the School Code of Conduct for Staff and other adults who work with children, the school 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 COUNSELLOR

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, 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.

CHILD PROTECTION CONFERENCES

The Designated Safeguarding Lead or their deputy will attend the initial Child Protection Conference and provide a written report.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher to attend core group meetings and they will be given appropriate support by the Designated Safeguarding Lead.

RECOGNISING ABUSE

The Children Acts 1989 and 2004 define a **child** as anyone who has not reached their 18th birthday. All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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.

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.

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 drug taking, alcohol abuse, truanting and sexting put children in danger.

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

- Child sexual exploitation (CSE)
- Female genital mutilation (FGM)
- Honour Based Violence (HBV)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Mental illness
- Private fostering
- Gender based violence
- Radicalisation
- Trafficked children
- Gangs and youth violence
- Faith abuse

Children Missing from Education – A child who goes 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. We follow the Cumbria SCB guidance and procedures and will inform the Local Authority of any pupil who fails to attend school regularly, or

has been absent without the schools permission for a continuous period of ten school days or more.

Child Sexual Exploitation (CSE)

All suspected cases of CSE will be referred to the Cumbria Safeguarding Hub. 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.
- 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'.
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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.

'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.

Preventing Radicalisation

Protecting pupils from the risks of radicalisation and extremism forms part of 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' (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 SCB.
- **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 Head teacher 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

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. 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.

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.

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

All members of staff and Governors are required to undertake General Awareness training for the Prevent Strategy.

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.

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.

All staff are provided with a copy of Part 1 of 'Keeping Children Safe in Education - Safeguarding information for all staff (September 2016) and DfE guidance 'What to do if you're worried a child is being abused (March 2015) as part of the induction process.

Training will enable staff to respond promptly and appropriately to:

- significant changes in children's behaviour.
- general health, safety and welfare issues.
- 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.

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.

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.

Safeguarding Allegations

Occasionally, allegations of a child protection issue may be made against pupils by others. 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.

Some of the following features may be found.

The allegation:

- refers to an incident towards a younger or more vulnerable pupil
- is of a serious nature, possibly a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates other 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, intimidation or defamation
- stalking
- bullying, including cyberbullying, sexual harassment or other imbalance of power.
- hazing – any activity expected of someone joining in or participating in a group that humiliates, degrades, abuses or endangers

Sexual Abuse

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

Sexual Exploitation

- photographing or videoing other children performing indecent acts

Minimising the risk towards pupils by other pupils

Where pupils present a safeguarding risk to other pupils an Individual Behaviour or Risk Management Plan should be put in place to ensure other pupils are kept safe and the pupil posing the risk is not laid open to malicious allegations. Pupils are encouraged to report peer on peer abuse and the issue forms part of the PSHE curriculum.

Possible actions in response to an allegation against a pupil.

- Staff who observe or suspect any form of peer abuse must inform the DSL as soon as possible so that further investigation may take place.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raised is a child protection concern. If there is a concern the DSL must be informed.
- A factual record will be made of the allegation using the Child Disclosure/Concern Record (appendix A). No attempt should be made to investigate the circumstances further at this stage.
- The DSL should contact Cumbria Safeguarding Hub to discuss the case. 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 keep a record of the concern, discussion and any outcomes in the files of all the pupils involved.
- If the allegation indicates a potential criminal offence has taken place the police should be contacted at the earliest opportunity and parents informed (parents 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 procedures within the Whole School Behaviour Policy.
- Where neither the Cumbria Safeguarding Hub nor the police are involved in the complaint a thorough school investigation should take place using the school's usual disciplinary procedures.
- Both the future needs of the victim and the alleged perpetrator will be assessed and, where necessary plans and strategies put in place.
- In situations where school considers a child protection risk is present, an Individual Behaviour Management Plan (BMP) should be prepared which includes a risk assessment and a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

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

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 / adults 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 head teacher, or deputy in his / her absence. Where the Head teacher 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:

- obtain signed and dated written details of the allegation from the person receiving the allegation.
- counter-sign and date the written details.
- record any other information and names of potential witnesses.
- establish a chronology of significant events.
- consider any information already known about those involved.
- check any incident or log books.
- on the basis of these 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 following criteria the Case Manager will contact the LADO within **1 working day**.

The adult concerned:

- 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 is unsuitable to work with 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.

Action will not normally take place until discussion with the LADO takes place unless emergency action is required to safeguard the child. If emergency action is required the usual child protection procedures will take precedence. The person against whom the allegation is made must not be advised of the allegations against them unless this action is agreed with the LADO. This is vital in order not to compromise any possible criminal investigations.

Parents of the child will be advised not to discuss the allegation direct with the staff member / volunteer concerned.

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.

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 Case Manager will inform the accused person about the allegation as soon as possible after consulting with the DO. It is important the Case Manager provides them with as much information as possible at this 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 that until those agencies have been consulted and agreed the information which may be disclosed to the accused.

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

Contacting the LADO

The notification form for contacting the LADO is available from the LSCB website or from KAHSC website.

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

- Fax: 01768 812090
- EMail: [lodo@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)
- Post: LADO, Cumbria Safeguarding Hub, Skirgill Depot, Penrith, Cumbria, CA10 2BQ

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

- Phone: 01768 812267

LADO 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

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:

- each individual 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 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 Head teacher or the DSL.
- 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. Members of 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.

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. 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.

School will ensure security filtering is in place and an acceptable use policy is incorporated into the E-Safety Policy. 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 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.

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. 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 our school understands and embraces 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.

Where ever 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.

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.

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.

Supervision should support opportunities for staff and volunteers to:

- discuss any issues – particularly concerning a child's development or wellbeing
- identify solutions and address issues as they arise
- receive coaching to improve their personal effectiveness

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.

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.

SAFE WORKING PRACTICE

Members of staff are required to work within clear Guidelines on Safe Working Practice and this Child Protection Policy. 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.

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.

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. 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').

REFERRAL TO THE 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.

Advice may be sought from LADO 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 independently of the school registration.

THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services are provided by another body (e.g. MOSAICS) on the school premises, the Head teacher 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.

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.

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 visitors 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.

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.

IMPLEMENTATION

This policy applies to all who come into contact with children in St Mark's C.E 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
- Positive Handling Policy
- SEND Policy
- Sex Education and Drug Policies
- 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)

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

- Working Together to Safeguard Children (March 2015)
- DfE Keeping Children Safe in Education (Sept 2016) and supporting guidance
- DfE What to do if you are worried about a child being abused – Advice for Practitioners (March 2015)
- DfE Statutory Framework for Early Years Foundation Stage (Sept 2014)
- DfE Behaviour and Discipline in Schools – Advice for Head teachers, School Staff (Sept 2014)
- DfE Use of Reasonable Force - Advice for Head teachers, School Staff (July 2013)
- DfE The Prevent Duty – Departmental advice for schools and childcare providers (June 2015)
- HM Government Multi agency statutory guidance on female genital mutilation (April 2016)
- Ofsted's Safeguarding in Schools: Best Practice 2011
- DfES Role and Responsibilities of the Designated Teacher for Looked After Children (2009).
- Cumbria Local Safeguarding Board (LSCB) guidance and procedures
 - i) Guidance for Dealing with Fabricated Illness
 - ii) Guidance on the Abuse of Children with a Disability or Complex Health Needs
 - iii) Procedures for Managing Allegations Against Staff

iv) Guidance for Safer Working Practices for Adults who Work with Children

This policy is 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).

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: December 2016

Reviewer: Designated Safeguarding Lead (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)

December 2016
to be reviewed by December 2017

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>		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)

