



THE NELSON THOMLINSON SCHOOL

CHILD PROTECTION & SAFEGUARDING POLICY

Signed by Headmaster:

Signed by Co-Chair of Governors:

Reviewed by Safeguarding, Pastoral and Wellbeing Committee

9 June 2022

Next review

June 2023

CHILD PROTECTION POLICY STATEMENT

The Nelson Thomlinson School believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

The Nelson Thomlinson School is an Operation Encompass school.

We recognise that:

- the welfare of the child/young person is paramount
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

The purpose of the policy:

- To provide protection for the children and young people who receive (The Nelson Thomlinson School) services, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all pupils, staff, governors, volunteers, visiting and agency staff, or anyone working on behalf of The Nelson Thomlinson School.

We will seek to safeguard children and young people by:

- valuing them, listening to and respecting them;
- implementing child protection procedures based on national guidance and codes of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing with children, parents, staff and volunteers, information about good practice in child protection;
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through support and training.

CHILD PROTECTION POLICY AND PROCEDURES

CONTACT DETAILS FOR REFERRAL OR ADVICE

Local authority

Cumbria Safeguarding Hub
P O Box 233
Penrith
Cumbria CA11 1BZ

Tel: 0333 2401727
Fax: 01228 221572
Email: safeguardinghub.fax@cumbria.gov.uk

The LADO (local authority designated officer for dealing with allegations against staff):

Contact Multi-Agency Business Support Team who will take your details and ensure a LADO returns your call:

- Phone 03003 033 892
- Or you can email lado@cumbria.gov.uk
- Fax: 01768 812090
- LADO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ

Complete an allegations notification form ([download from the Cumbria Safeguarding Children's Partnership website.](#))

LADO working hours are Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm.
Prevent referrals: prevent@cumbria.police.uk

School

The Designated Safeguarding Lead (DSL) for Child Protection is ***Mrs M Banks.***

The deputy DSL is: ***Mrs G Foster.***

We also have 12 staff trained at Level 3 Safeguarding.

Our Child Protection Governor is: ***Mrs C Bell***

Designated person in charge of CLA is: ***Mrs G Foster***

Designated person in charge of Mental Health is: ***Mrs N Postlethwaite***

[Out of hours and activities taking place outside of the normal school day/term must be communicated directly to the Safeguarding Hub].

CHILD PROTECTION POLICY

Introduction

- 1) The aim of this policy is to safeguard and promote our pupils' welfare, by fostering an honest, open, caring and supportive climate. Our pupils' welfare is of paramount importance.
- 2) The school has compiled this document with due regard to the statutory guidance, *Working Together To Safeguard Children* (DfE July 2018) and *Keeping Children Safe in Education* (DfE September 2020)

School Commitment

- 3) We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.
- 4) Our school will therefore:
 - a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We will be alert to our children's needs and learn to recognise when they might be distressed or concerned;
 - b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. We will ensure that every child in our school has at least one member of staff who they might feel able to share concerns with;
 - c) Include in the curriculum activities and opportunities through PSHE/Citizenship, which equip children with the skills they need to stay safe and develop realistic attitudes to the responsibilities of adult life;
 - d) Follow Cumbria's published local protocol for assessment to ensure the provision of early help as set out in statutory guidance, including using the Common Assessment Framework where appropriate.
 - e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

Working together with other agencies

- 5) The school will work closely with the LA in ensuring that concerns are recorded and reported, referring formally where appropriate so that support can be provided in a proportionate timely way to the child/young person and the family.
- 6) The school recognises that the responsibilities of the LA in protecting children and young people include:
 - a) supporting and advising schools on safeguarding and child protection issues;
 - b) evaluating referrals of concern for children, using the multi-agency 'wedge' threshold guidance on the Cumbria Safeguarding Children's Partnership (CSCP) and,
 - c) in partnership with other agencies, providing or ensuring the provision of services to children and their families at the following levels:
 - i) early help or early intervention

- ii) targeted intervention for children in need where there are more complex needs and where statutory Children Services assessment and help is provided under section 17 of the Children Act 1989
- iii) Child protection intervention following section 47 statutory Children Services assessment of risks of significant harm.

Roles and Responsibilities

- 7) All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover of this document.
- 8) The Designated Safeguarding Lead (DSL) for Child Protection is **Mrs Banks**. She will coordinate child protection activity, ensuring procedures are followed, that information is shared or kept confidential as appropriate, and that the child remains the central focus. In her absence the deputy who will undertake this role is **Mrs Foster**. Both are trained to the same standard.
- 9) The Attendance Officer takes responsibility for reporting children missing from education to the local authority's Children's Services.
- 10) The Governing Body ensures that
 - a) procedures are in place that are in accordance with local authority and locally agreed inter-agency guidance;
 - b) their implementation is monitored for their effectiveness and that they are reviewed at least annually.
 - c) The procedures include the management of allegations against people who work with children, safe recruitment practice and reporting children missing from education.

Training and Support

- 11) Our school will ensure that all staff will have access to training, which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. Refresher training will be available every three years for all staff, but bi-annually for designated staff.
 - a) All staff in our school will be trained to recognise and respond to situations where a child may be considered to be at risk.
 - b) At any time, a member of staff may consult with the DDSL, the Head Teacher, or in her absence, the Deputy Head teacher or any of the staff with Level 3 Safeguard training on any child protection issue.
 - c) We will ensure our staff are kept informed about child protection procedures via our briefings and training sessions.
 - d) A sign is displayed in our reception area giving names of other adults in school who know what to do if there are child protection concerns.
 - e) We will inform parents of the school's duties and responsibilities for child protection by incorporating a statement into our school prospectus and on our website.

- 12) We have access to the Cumbria CSCP Safeguarding Procedures electronically and we retain copies of *Keeping Children Safe in Education* (DfE September 2020) and *What to Do if You're Worried a Child is Being Abused* March 2018 in our school office.
- 13) We have a supporting e-Safety Policy, also available in our school office.
- 14) Supervision of key staff happens every half-term and the pastoral team meet on a weekly basis.

Consent, confidentiality and information sharing

- 15) Our policy on maintaining confidentiality and sharing information is as follows:
 - a) Only those members of our staff who "need to know" so as to contribute to the protection of a child will be advised of concerns and action taken.
 - b) Parents, governors and every adult working in, or associated with, the school will be advised of our approach to confidentiality and information sharing.
 - c) Staff (including volunteers) must never guarantee confidentiality to a child: it might be necessary to tell someone else in order to safeguard the child. A child who asks the adult to keep a secret should be advised that the information may need to be shared with others.
 - d) Normally, personal information will only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent will be obtained before sharing personal information with third parties.
 - e) In some circumstances, obtaining consent may not be possible or in the best interest of the child. **The safety and welfare of that child might necessitate that the information should be shared without informing or obtaining the consent of a parent. The law permits the disclosure of confidential information necessary to safeguard a child or children.** Disclosure should be justifiable in each case, according to the particular facts of the case, and advice should be sought if in doubt.
 - f) If parents and/or the child do not consent to an early help assessment, then the DSL should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary

Records and Monitoring

- 1) Well-kept records are essential to good child protection practice. Concerns about welfare or behaviour must be recorded.
- 2) CPOMS secure filing system is in place. All staff can access CPOMS for alerts and DSL, Deputy DSL, SENCo, School Nurse, Admin Supervisor, Nominated Pastoral Assistant, Head of Sixth Form, the Attendance Officer are Key holders. Also Heads of Year and Assistant Heads of Year.
- 3) If a child transfers or leaves, the notes should be passed from our DSL direct to the receiving school's DSL. We also send a letter requesting new school's receipt of files and us requesting the safeguarding file.

Attendance at Child Protection Conferences

- 4) A Child Protection Conference is a multi-agency meeting called to consider the child's need for a Child Protection Plan.

- 5) The Chair of the Conference extends an invitation to the school rather than a named person. The person who best knows the child and can contribute to the Conference will normally attend from our school.
- 6) We will include training and support to staff who attend conferences and prepare reports in our regular training events.

Supporting Pupils at Risk

- 7) Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school.
- 8) It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support'
- 9) This school will endeavour to support such pupils through:
 - a) the curriculum, to encourage self-esteem and self-motivation
 - b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
 - c) the consistent implementation of our behaviour management policies
 - d) regular liaison with other professionals and agencies who support the pupils and their families
 - e) a commitment to develop productive, supportive relationships with parents
 - f) the development and support of a responsive and knowledgeable staff team, trained to respond appropriately in child protection situations
- 10) This policy should be read in conjunction with other related policies in school. These include
 - Dealing with allegations of abuse against staff
 - Behaviour and Discipline Policy (including Bullying)
 - Restraint
 - Special Educational Needs
 - Health and Safety
 - Sex Education
 - Administration of Medicine
 - Attendance
 - E-Safety
 - Recruitment and Appointment Procedure for School Staff
 - Staff capability, grievance and discipline
 - Whistleblowing
 - Equalities

11) Children who may be particularly vulnerable and early help

- 11.1) Some children may be at increased risk of neglect and/or abuse and would especially benefit

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

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

- is disabled and has specific additional needs or has special educational needs (see 11.3 below);
- living in a known domestic abuse situation;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- affected by known parental substance misuse or adult mental health problems;
- at risk of fabricated or induced illness;
- is a young carer;
- asylum seekers;
- has returned home to their family from care;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;
- vulnerable to being bullied, or engaging in bullying;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child (see 11.4 below);
- is living a transient lifestyle;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- do not have English as a first language

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

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Any cases resulting in early help will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

11.2) Children in Need

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

11.3) Students with SEN/Disabilities

We recognise that children with special educational needs (SEN) and disabilities (whether or not they have a statutory education, health and care plan) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

11.4) 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 who is not a parent, person with parental responsibility for them or a relative in their own home. Staff will remain alert to, and, when it comes to their attention report, to the DSL, information which suggest a child is being privately fostered. The DSL will then notify the LA to allow the LA to check the arrangement is suitable and safe for the child.

12) RECOGNISING TYPES OF ABSENCE AND NEGLECT AND SIGNIFICANT HARM

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. This includes where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

All staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

12.1) Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

12.2) Physical Abuse

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

12.3) Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. This may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types

of maltreatment of a child, although it may occur alone.

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

12.4) **Sexual abuse**

Keeping Children Safe in Education September 2020 provides additional information on specific safeguarding issues (Annex A pages 83-94)

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

12.5) **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

12.6) **Specific Safeguarding Issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information on its own website www.nspcc.org.uk.

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

The CSCP provides specific guidance on a range of safeguarding issues which settings may have to address.

The DfE statutory guidance 'Keeping Children Safe in Education September 2020' provides additional information on specific safeguarding issues

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

By being aware of the warning signs of CSE and CCE school staff and other adults can help stop abuse

before it develops further. Like all forms of child sex abuse, child sexual exploitation.

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;

- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Sexting – All incidents involving youth produced sexual imagery (sexting) will be responded to in line with Peer on Peer Abuse policy and procedures which includes advice on sexual violence and sexual harassment between children.

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

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who disclosed they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to a school's attention the school will follow the guidance as set out in the UKCCS publication outlined above. Child Criminal Exploitation (County Lines) – Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs. Where this is found to be the case, the school will consider a referral to the National Referral Mechanism.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse - 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 can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional
-

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. When identifying children who are or may be affected by domestic violence we follow the advice provided by Cumbria SCB.

‘Honour based violence’ (HBV) – Honour based violence includes crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practises such as breast ironing. This type of abuse in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so called HBV are abuse (regardless of motivation) and will be handled and escalated as such.

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

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

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

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism. This school uses resources taken from the government sponsored website ‘educateagainsthate’. www.educateagainsthate.com

We are aware of and understand when it is appropriate to make a referral to the Channel

programme and/or the Safeguarding Hub.

Children Missing from Education – A child going missing from education is a potential indicator of abuse or neglect. The School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future. These procedures are shared with all staff and other relevant adults, and new starters on Induction. We follow and adhere to Cumbria SCB guidance and procedures on Children Missing from Home, Care or Education.

In line with current best practice, we will request from parents at least 2 emergency contacts for each pupil which will allow us to contact a responsible adult in the event of a child missing education.

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

Other issues covered by Annex A – Keeping Children Safe in Education 2020 – in addition to issues outlined above, Annex A of Keeping Children Safe in Education also includes further detail on the following:

- Mental and physical health are both relevant to safeguarding and the welfare of children.
- Signpost guidance re mental health concerns.
- Child criminal exploitation and sexual exploitation
- Guidance is also statutory for supply staff
- Covid-19 guidance

Safe Schools, Safe Staff

- 13) As a school we recognise that organisational, personal or professional difficulties can get in the way of protecting children (for example fear that we might compromise relationships with parents). We know however that children's needs are paramount.
- 14) We recognise that physical contact with pupils is sometimes part of our role "in loco parentis" but will avoid contact that might be misinterpreted.
- 15) If our staff are working in a one-to-one situation with a pupil, they should be careful to ensure another adult is close by.
- 16) Teachers are not counsellors. School staff should not be counselling and/or giving advice to children/young people about sexual matters, except where this is part of the school's agreed Sex and Relationships Education policy.
- 17) We follow the LA's recommended best practice in order to recruit and select safe staff.
- 18) We follow current procedures when staff are faced with allegations of abuse.

CHILD PROTECTION PROCEDURES

We will follow the procedures set out below where it is believed that a child is either:

- a) suffering from, or is at risk of, significant harm or
- b) has needs that cannot be met and we believe co-ordinated intervention is required

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, or the child and other adults, the interests of the child must be paramount.

These procedures should be read in conjunction with the flow chart (Annex 2).

Dealing with emerging concerns

- 1) If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead (DSL) or a member of the Safeguarding team in her absence.
- 2) All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:
 - Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
 - Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
 - Display insufficient sense of 'boundaries', lack stranger awareness
 - Appear wary of adults and display 'frozen watchfulness'

Dealing with a disclosure

- 3) If a child discloses any kind of abuse, the teacher/member of staff, should only seek initial clarification from the child – tact and sympathy is vital. Under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying.
- 4) The member of staff must refer the concerns, together with copies of any notes or records made, to the DSL. It is the duty of the DSL to inform the local Children's Services of concerns about a child.
- 5) If the senior designated person does not do this and the teacher who had made the initial referral remains concerned, then they need to exercise their own judgement and make the referral themselves.
- 6) When making a referral the DSL will complete the Cumbria Safeguarding Hub Single Contact Form (this is found on the CSCP website). Staff with Level 3 Safeguard Training can complete the referral.
- 7) . The member of staff who first referred the concerns to the DSL must keep a log of the incident, to include: -
 - Child's full name
 - Address
 - Sex and date of birth
 - Parent(s) and guardian(s) name(s)

- Known aliases
 - Contact addresses and telephone numbers during school hours
 - Name of teacher making the referral/making the comment
 - Nature of injury (if any)
 - Grounds for suspicion
 - Action taken, including dates and times
- 8) The request for co-ordinated support services for a family should always be discussed with parents **unless to do so would place the child or others at risk of harm.**
- 9) Where, following an early help assessment by the school staff or other involved agencies of a situation, it is considered immediate protective action is required, the DSL will make a referral. This referral will be by telephone to the Cumbria Safeguarding Hub. The DSL should then complete and forward the Single Contact form to the Safeguarding Hub.
- 10) Blank pink forms for recording concerns, logging incidents and making formal referrals can be found in all pastoral offices and completed records must be stored in Mrs Stanton's office.

Dealing with a disagreement over referral outcomes

- 11) Where the school believes that insufficient action has been taken with regard to a concern raised about a child, the DSL will follow the Cumbria Safeguarding Children's Partnership conflict resolution protocol.
- 12) Briefly, this means that there should initially be a discussion between the DSL and the relevant social worker.
- 13) If the point of disagreement cannot be resolved at the practitioner level, then the issue is to be discussed and resolved between the Head Teacher and the relevant Children's Social Care Team Manager.
- 14) Should the issue remain unresolved, the Head Teacher should refer the matter to the relevant Service Manager, Social Care whose role is to ensure county wide standards are being applied.
- 15) The formal stage of the conflict resolution protocol can only occur after the early stages have been exhausted. The full procedures can be accessed via at www.cumbriasafeguardingchildren.co.uk

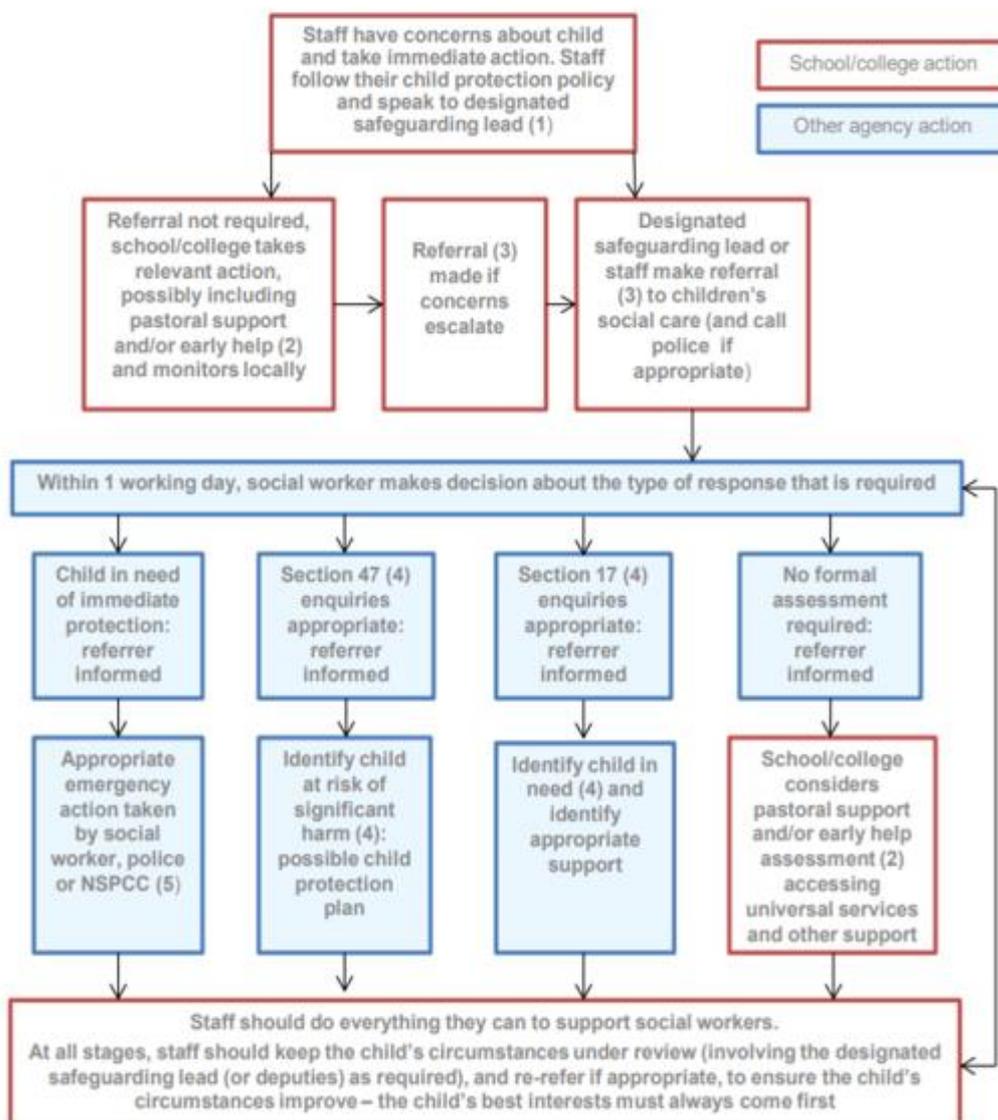
Procedures to follow if an allegation is made against a member of staff.

- 16) An allegation against a member of staff is potentially extremely serious – for the child, staff member and school. The school has adopted a separate procedure for dealing with such allegations. Briefly, the Head Teacher (or Chair of Governors if the allegation is against the Head Teacher) will immediately contact the LA Designated Officer (LADO) who will advise on actions to be taken. (See front page for LADO contact details.)

Support

- 17) Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

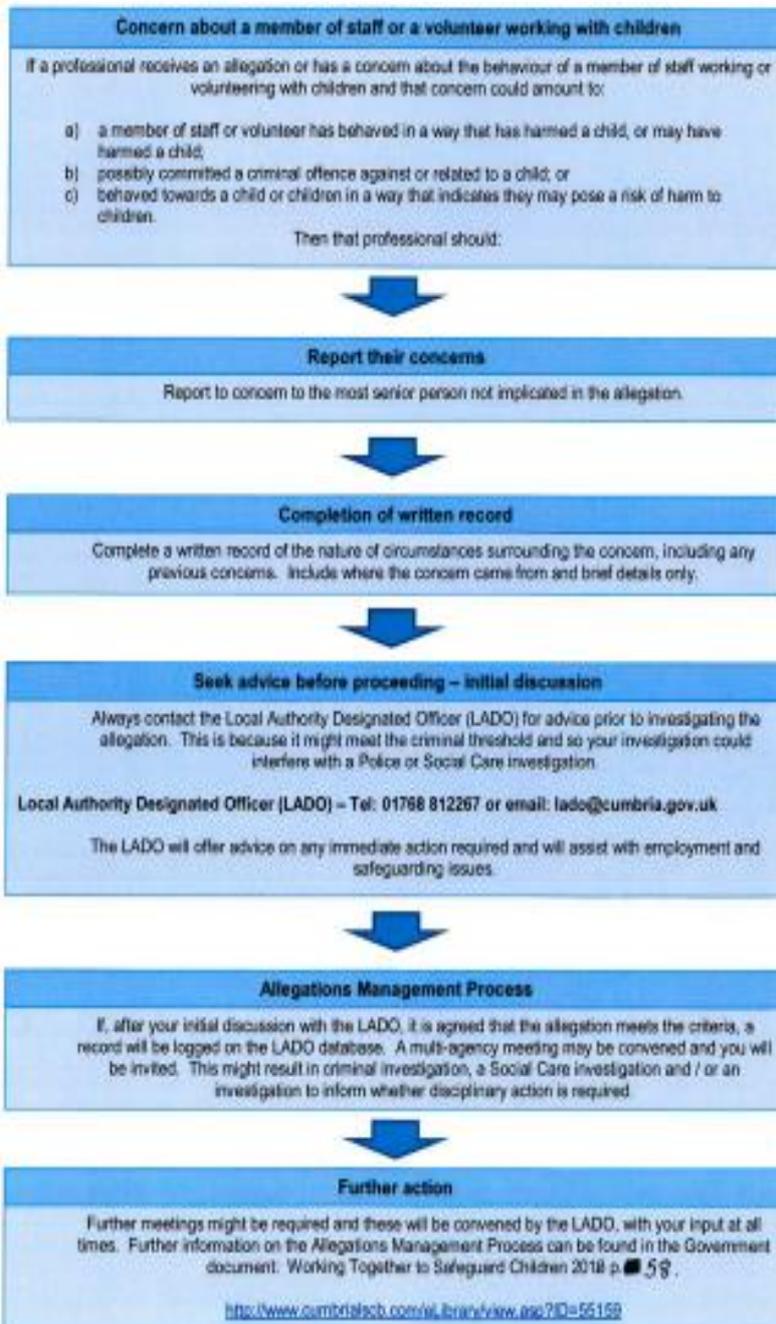
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

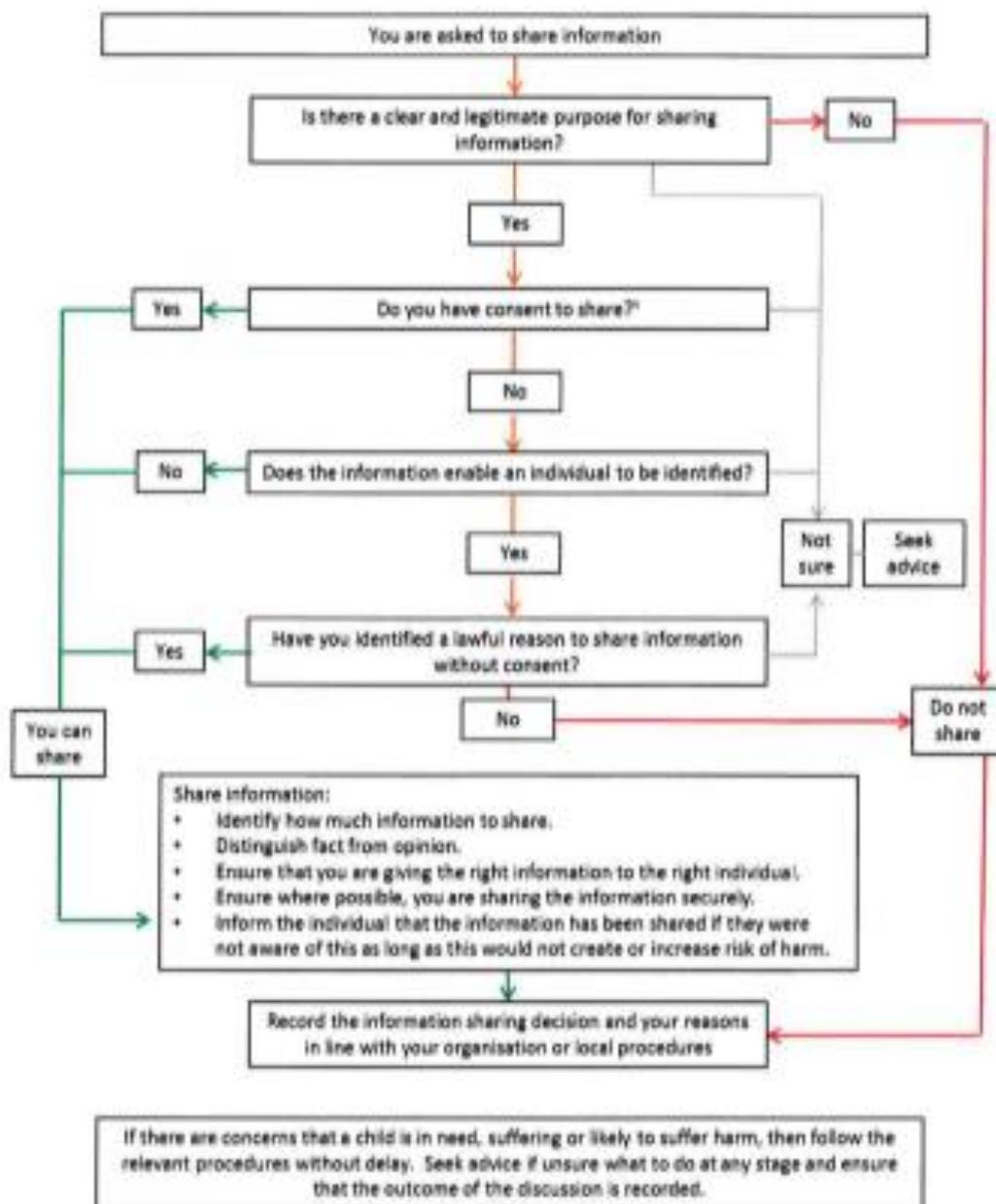
(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

CUMBRIA SCB – SUMMARY OF ALLEGATIONS MANAGEMENT PROCEDURES



FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



¹ Consent must be unambiguous, freely given and may be withdrawn at any time.