



ROCKCLIFFE CE SCHOOL

CHILD PROTECTION POLICY

2015 /2016

At the time of printing (**June 2015**), the following roles were held:

Designated Safeguarding Lead:

David Hodgkiss

Cover for Designated Safeguarding Lead:

Carole McFee

Approved by¹: _____

Date: _____

Review Date²: _____

¹The document requires approval from either the Governing Body or Proprietor

²This document must be reviewed annually

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	Feb 2012
2	Amendments made to incorporate changes following the introduction of the revised EYFS Statutory Framework 2012	Aug 2012
3	Amendments made following introduction of Cumbria County Council Triage system	Sept 2012
4	Amended to take account of the introduction of the Disclosure and Barring Service	Nov 2012
5	Amended to include the Cumbria Thresholds Guidance documents	Mar 2013
6	Amended to include changes to the Disclosure and Barring Service (June 2013) and to the County Council Triage system including reference to the Single Referral Form	Sept 2013
7	Updated to include DfE revised guidance and reference to Local Authority Designated Officer (LADO) Allegations Notification Form Changes highlighted.	Feb 2014
8	Updates to web links only.	Mar 2014
9	Updated to include minor changes to the Statutory Framework for EYFS due to come into force in September 2014 and the newly published DfE 'Keeping Children Safe in Education' April 2014 and the supporting guidance Keeping Children Safe in Education – Information for all School and College Staff, April 2014.	Apr 2014
10	Further amendments in light of 'Keeping Children Safe in Education'.	May 2014
11	Revisions to the 'Child Concerns' form and changes to the Early Help/CAF Assessment process issued by the LA which came into force in May 2014 and amended to show that the document must now be Approved by the Governing Body or Proprietor.	Sept 2014
12	Update to reference DfE Behaviour and Discipline in Schools - A Guide for Head teachers and School staff - Reviewed Sept 2014	Oct 2014
13	Update to reference change from Cumbria County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
14	Updated to include requirements of the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009	Jan 2015
15	Updated to include Cumbria Summary of Allegations Management Procedures flow chart	Feb 2015
16	Updated to include changes to DfE 'Keeping Children Safe in Education' March 2015, 'Working Together to Safeguard Children' – March 2015 and 'Information Sharing – Guidance for Safeguarding Practitioners' March 2015	Apr 2015

Contents

1	DEFINITIONS.....	1
2	MISSION STATEMENT.....	1
3	INTRODUCTION.....	1
4	ETHOS.....	1
5	POLICY AIMS.....	2
6	ENTITLEMENT.....	3
7	IMPLEMENTATION.....	3
8	THE CHILDREN ACT 1989.....	4
8.1	Child Support.....	4
8.2	Child Safety.....	4
9	DEALING WITH DISCLOSURES FROM CHILDREN.....	5
10	COMMUNICATION.....	6
11	ROLES AND RESPONSIBILITIES.....	7
11.1	The Role of the Designated Safeguarding Lead (DSL).....	7
11.2	The Role of the Head teacher.....	8
11.3	The Role of the Governing Body/Proprietors.....	8
11.4	The Role of the Designated Teacher for Children Looked After.....	10
11.5	The Role of Teachers.....	10
11.6	The Role of ALL Staff.....	10
12	ATTENDANCE AT CHILD PROTECTION CONFERENCES.....	10
13	RECOGNISING ABUSE.....	10
13.1	Abuse.....	11
13.2	Physical Abuse.....	11
13.3	Emotional Abuse.....	11
13.4	Sexual abuse.....	11
13.5	Neglect.....	11
13.6	Specific Safeguarding Issues.....	12
14	WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD.....	12
15	INDUCTION AND TRAINING.....	13
16	RECORD KEEPING.....	14
17	ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEERS.....	14
18	MANAGING ALLEGATIONS AGAINST OTHER PUPILS.....	17
18.1	Safeguarding allegations.....	17
18.2	Minimising the risk of safeguarding concerns towards pupils from other students.....	18
18.3	Possible actions in response to an allegation against a pupil.....	18
19	LOCAL SAFEGUARDING CHILDREN BOARD (LSCB).....	18
20	WHISTLE BLOWING.....	18
21	MEDICINES.....	20

21.1	Staff taking Medicines/Other Substances.....	20
21.2	Supporting Pupils with Medical Conditions	20
22	WORKING WITH OTHER AGENCIES	20
23	PARTNERSHIP WITH PARENTS/CARERS.....	21
24	PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING	21
25	CURRICULUM AND STAYING SAFE.....	21
26	SUPERVISION AND SUPPORT.....	22
27	SAFE WORKING PRACTICE	22
28	E-SAFETY, USE OF MOBILE PHONES AND CAMERAS	22
29	COMPLAINTS	23
30	SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING	24
30.1	Childcare Act 2006/Childcare (Disqualification) Regulations 2009.....	24
31	REFERRAL TO THE DBS.....	24
32	REFERRAL TO OFSTED.....	25
33	THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS.....	25
34	SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT	25
35	SUMMARY	26
36	MONITORING AND REVIEW	27

Appendix A	-	Child Disclosure/Concern Record (including Body Map)
Appendix B	-	Cumbria Safeguarding Hub Process Diagram
Appendix C	-	Cumbria LSCB Summary of Allegations Management Procedures Flowchart
Appendix D	-	Online Communication Code of Conduct for Staff Working with Children – Cumbria LSCB
Appendix E	-	Flowchart of When and How to Share Information

1 DEFINITIONS

Throughout this document the words 'child', 'children' and 'young people' are used. In all circumstances this is taken to mean a minor under the age of 18.

2 MISSION STATEMENT

INTRODUCTION

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. It is our aim to create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy and grow in confidence.

This Child Protection Policy must be read in conjunction with the school **Overarching Safeguarding Statement** (where this is in place) and other school policies (see Section 7).

3 ETHOS

At **ROCKCLIFFE CE** School the health, safety and well-being of all our children are of paramount importance to all the adults who work or volunteer here. All of our children have the right to protection, regardless of age, gender, ethnicity or disability. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying.

ROCKCLIFFE CE School regards Child Protection as an essential task of **all** its staff, governors and visitors/volunteers who come into school. We are committed to protecting children and safeguarding pupils in school.

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

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including on-line) to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. The PSHE (Personal, Social, Health and Economic Education) Curriculum and where relevant, Sex and Relationship Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe.

ROCKCLIFFE CE School recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right and where they feel safe, secure and respected. We aim to provide suitable support and guidance so that pupils have a range of appropriate adults to approach if they are worried or in difficulty. We will encourage them to talk openly and enable them to feel confident that they will be listened to.

We are also committed to establishing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004:

- Be healthy (physically, mentally and emotionally);
- Stay Safe (protection from harm and neglect);
- Enjoy and Achieve (via education, training and recreation);
- Make a positive contribution to the school community and general society;
- Achieve social and economic well-being.

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of the Education Act 2002 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

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

4 POLICY AIMS

There are three main aims to our Child Protection Policy:

- Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils;
- Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- Support:** by providing support for students and school staff and for children who may have been or are being abused.

We will do these things by:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity'
- ensuring all staff and volunteers are aware of and follow the DfE statutory guidance 'Keeping Children Safe in Education' (March 2015)
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Whole School behaviour Policy for details);
- raising awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children's lives at home or elsewhere;
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;

- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication/language difficulties or who use alternative/augmented communication systems;
- ensuring that staff have the skills, knowledge and understanding necessary to support 'children looked after' and to keep them safe;
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and student's physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met; (**EYFS ONLY** – In relation to ratios for the Early Years and Foundation Stage, we follow the statutory guidance in the DfE revised Statutory Framework for the Early Years Foundation Stage (2014).
- maintaining records, policies and procedures.

5 ENTITLEMENT

We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Each child in our school, regardless of their background or home circumstances could be the victim of child abuse, whether it is by a parent, other adult known to them or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe, and who to ask for help if their safety is threatened.

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

6 IMPLEMENTATION

This policy applies to all who come into contact with children in **ROCKCLIFFE CE** School, including: teachers, supply teachers, learning support staff, teaching assistants, mid-day supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors.

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

- Overarching Safeguarding Statement
- Health and Safety Policy
- E-Safety Policy
- Whole School Behaviour Policy including procedures for preventing and dealing with Bullying and Racism, Positive Handling, Support and Physical Intervention Procedures etc.
- Sex Education Policy
- School Single Central Record
- Safer Recruitment, Selection and Pre-Employment Vetting Policy
- Safeguarding Children - Induction Leaflet for Visitors and Contractors
- Single Equality Scheme/Objectives

- Guidance on the Use of Photographic Images
- School Drug Policy
- Supporting Pupils with Medical Conditions Policy and Procedures
- Intimate Care Procedures
- Educational Visits Procedures (including procedures for assessing risks)
- First Aid and Accident Procedures
- Attendance Procedures
- Data Protection Policy
- Special Educational Needs Information Report
- Risk Assessments (inc. Fire Safety)
- Premises Management including Security Measures (Formal Inspections and Buildings Register)
- Accessibility Plan
- Lettings Arrangements

and DfE, Ofsted and LSCB guidance including:

- DfE Working Together to Safeguard Children March 2015
- DfE Keeping Children Safe in Education, March 2015
- DfE What to do if you're worried a child is being abused – Advice for Practitioners, March 2015
- DfE Statutory Framework for Early Years Foundation Stage – September 2014
- DfE Ensuring Good Behaviour In Schools 2012
- DfE Behaviour and Discipline in Schools – Guidance for Governing Bodies, July 2013
- DfE Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, September 2014
- DfE Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies, July 2013
- DfE Screening, Searching and Confiscation – Advice for Head teachers, School Staff and Governing Bodies, February 2014
- DfE Screening, Searching And Confiscation - Advice for Principals and Staff of Further Education Colleges, Sixth Form Colleges and 16-19 Academies, October 2012
- Ofsted's Inspecting Safeguarding in maintained schools and academies, April 2015
- Ofsted's Safeguarding in Schools: Best Practice 2011
- Cumbria Local Safeguarding Children's Board (LSCB) www.cumbrialscb.com.
- LSCB Practice Guidance - Fabricated and Induced Illness
- LSCB Practice Guidance – Child with a Disability or Complex Health Needs
- LSCB Core Procedures – Allegations against Staff or Volunteers

7 THE CHILDREN ACT 1989

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

7.1 Child Support

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

Under Safeguarding Procedures staff can make a referral to the Children's Services Directorate for child and family support, this must be done with the consent of the parent/carer.

7.2 Child Safety

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

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

If you suspect that a child is being abused but there is nothing directly stated, seek an explanation for your concerns as appropriate, usually from parents/carers and/or the child without raising the question of abuse.

8 DEALING WITH DISCLOSURES FROM CHILDREN

Refer also to Section 14.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in school s/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This must be signed and include the date, time and place of the disclosure. All records must be locked in the Child Protection filing cabinet which is located in **STATE LOCATION**. A model Child Disclosure/Concern Record can be found at **Appendix A**.

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

The Designated Safeguarding Lead can:

- make a telephone referral to Cumbria Safeguarding Hub (see below) and confirm in writing via the new Cumbria Safeguarding Hub Single Contact On-line Form - <https://secure3.cumbria.gov.uk/SingleContact/DataProtection.aspx>. The initial referral may be made by telephone but must be followed up in writing within 48 hours

All adults in school have a shared responsibility to safeguard and promote the welfare of all children.

Cumbria Safeguarding Hub

Tel: 0333 240 1727

E mail: safeguardinghub.fax@cumbria.gov.uk (please ensure that e mails sent to this address are password protected and the password forwarded in a further e-mail).

The service enables callers to outline their concerns and the Cumbria Safeguarding Hub will give advice and if necessary undertake assessments of need. Cumbria Safeguarding Hub has issued a diagram setting out the process involved which is held at **Appendix B**.

This service is available any time of day or night.

Staff must be aware that:

- it is not the responsibility of teachers, other staff or volunteers in schools to investigate suspected cases of abuse;
- they should not take any action beyond that agreed in the procedures established by the Local Safeguarding Children's Board (LSCB).
- they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Listening to Children

Experience, and consultation with children, shows that children will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Working Together to Safeguard Children (March 2015) describes what children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop and on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. School will seek to demonstrate to children that it provides them with a safe environment where it is okay to talk.

Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. They will record the discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures.

If a child chooses to disclose, the member of staff or other adult in the school **WILL:**

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that this information must be passed on;
- make a careful record of what was said.

Staff or other adults will **NEVER:**

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the person/s allegedly involved;
- forget to record what has been said;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

Vulnerable Groups: For children with communication/language difficulties or who use alternative/augmented communication systems, staff and other adults may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children. In some cases, it may be appropriate to seek the services of a professional interpreter.

9 COMMUNICATION

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

10 ROLES AND RESPONSIBILITIES

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

10.1 The Role of the Designated Safeguarding Lead (DSL)

ROCKCLIFFE CE School has a member of the senior leadership team designated by the Governing Body as the Safeguarding Lead who will provide support to staff members and other adults to carry out their safeguarding duties and who will liaise closely with other services such as children's social care – **David Hodgkiss**. The role of the Designated Safeguarding Lead is explicit in the role-holder's job description.

There will always be cover for this role – the Cover for the Designated Safeguarding Lead is **Carole McFee**

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

Liaison and Referrals: The Designated Safeguarding Lead will

- liaise with local statutory children's services agencies and the LSCB;
- refer all cases of suspected abuse or allegations to Cumbria Safeguarding Hub (see Section 9 for contact details);
- if at any point there is a risk of immediate serious harm to a child a referral will be made to Cumbria Safeguarding Hub immediately – **anybody can make a referral**;
- refer all allegations against a member of staff or other adult to the LADO;
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not voluntarily left the setting;
- refer to the Police cases where a crime may have been committed;
- act as a source of support, advice and expertise within school when deciding to make a referral using the Cumbria Safeguarding Hub Single Contact on-line form - <https://secure3.cumbria.gov.uk/SingleContact/DataProtection.aspx>;
- liaise with the Head teacher or Principal (where this is not one and the same person) to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Training: The Designated Safeguarding Lead will:

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

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

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

Raising Awareness: The Designated Safeguarding Lead will:

- ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the setting's child protection procedures and are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff – March 2015 (available as a separate 12 page document), DfE guidance 'What to do if you're worried a child is being abused', March 2015 and the Cumbria LSCB Summary of Allegations Management Procedures Flow Chart (Appendix C) –;
- ensure the school or college's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse and neglect;
- ensure the school or college's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body or proprietor(s) regarding this;
- ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this process;
- link with the LSCB to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- where children leave the school or college, ensure their Child Protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

Supporting Pupils at Risk:

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of the children at risk.

We will endeavour to support pupils through:

- a curriculum which encourages self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment where everyone is valued;
- the implementation of a shared behaviour policy;
- a consistent approach which supports all children;
- regular liaison with other professionals and agencies who support the pupils and their families;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

10.2 The Role of the Head teacher

It is the responsibility of the Head teacher to:

- ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff and, where appropriate, by other adults;
- ensure sufficient resources and time is allocated to enable the Designated Safeguarding Lead (where this is not one and the same person) and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing procedures.

10.3 The Role of the Governing Body/Proprietors

ROCKCLIFFE CE School has a nominated Governor who will liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head teacher/ the Principal of a College/Proprietor or member of governing body of an independent school [Delete as appropriate]. In the event of allegations of abuse being made against the Head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegation should be reported directly to the designated officer(s) – **Andrew Hanson**.

The Governing Body is accountable for ensuring their establishment:

- contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children, March 2015;
- provides a co-ordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans to provide additional support to children subject to child protection plans;
- has effective policies in place for child protection and staff behaviour (part of the Whole School Behaviour Policy) which are provided to staff and appropriate volunteers on induction;
- has safeguarding arrangements which take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the LSCB;
- has a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised;
- has a written recruitment and selection policy in place;
- has at least one person on any appointment panel who has undertaken safer recruitment training;
- has procedures for dealing with allegations against members of staff and volunteers that comply with DfE statutory guidance 'Keeping Children Safe in Education', LSCB, LA and locally agreed inter-agency procedures;
- has procedures for dealing with allegations against other children. This will generally be in accordance with the school behaviour policy in the first instance, other more serious allegations will be dealt with following advice from the Cumbria Safeguarding Hub;
- has a member of the leadership team who is designated to take lead responsibility for safeguarding with the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff, liaising with the LA and working with other agencies;
- has a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training – **David Hodgkiss**;
- ensures that staff have the skills, knowledge and understanding necessary to keep 'children looked after' safe and have the information they need in relation to a child's 'looked after' legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- operates a whistle blowing procedure and will remedy any deficiencies or weaknesses in regard to child protection arrangements that is brought to its attention without delay;
- has appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- ensures the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- ensures staff members do not promise confidentiality to the child and always act in the interests of the child;
- has an annual child protection item on the Governing Body agenda.
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis.

10.4 The Role of the Designated Teacher for Children Looked After

The Designated Teacher (**David Hodgkiss**) has lead responsibility for helping school staff understand the things which affect how children looked after learn and achieve in line with the DfES Role and Responsibilities of the Designated Teacher for Looked After Children (2009) [Click here to access](#).

The Designated Teacher will:

- promote a culture of high expectations and aspirations for how children looked after learn;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies;
- appropriate for individual children and in making full use of Assessment for Learning;
- make sure that children looked after are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

10.5 The Role of Teachers

Teachers, including the Head teacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the Teacher Standards 2012.

10.6 The Role of ALL Staff

- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- In addition to working with the Designated Safeguarding Lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- If at any point there is a risk of immediate serious harm to a child a referral will be made Cumbria Safeguarding Hub immediately (*Non-Cumbria Schools should insert their own arrangements*) – **anybody can make a referral**;

11 ATTENDANCE AT CHILD PROTECTION CONFERENCES

The Designated Safeguarding Lead or their deputy will be expected to 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 or head of year to attend the subsequent core group meetings and they will be given appropriate support around child protection issues by the Designated Safeguarding Lead.

12 RECOGNISING ABUSE

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (March 2015) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

12.1 Abuse

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

12.2 Physical Abuse

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

12.3 Emotional Abuse

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

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

12.4 Sexual abuse

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

12.5 Neglect

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

givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

12.6 Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website.

The 'Cumbria Thresholds for Referral guidance', updated November 2014 [Click here to access](#) also outlines the response to special circumstances in child protection cases.

- child sexual exploitation (CSE) – Cumbria LSCB Procedures Manual refers
- female genital mutilation (FGM) – Cumbria LSCB Procedures Manual refers
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage – Cumbria LSCB Procedures Manual refers
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficked children – Cumbria LSCB Procedures Manual refers

13 WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

Refer also to Section 9.

If staff members have concerns about a child they should raise these with the Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members (Refer to Whistleblowing Procedures at Section 20). The Safeguarding Lead will decide whether to make a referral to Cumbria Safeguarding Hub (refer to Sections 9 and 19) but it is important to note that where a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the Safeguarding Hub directly. Anybody can make a referral.

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early Help/CAF Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Cumbria Safeguarding Hub immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Refer to the 'Action' flowchart on page 9 of 'Keeping Children Safe in Education', March 2015 for further guidance.

14 INDUCTION AND TRAINING

All school-based staff including the Head teacher (where he/she is not the Designated Safeguarding Lead) will be required to undertake an appropriate level of training, including safeguarding training which is updated regularly. We will train all staff to understand the Overarching Safeguarding Statement and this Child Protection Policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- suspected neglect or abuse outside the setting, for example in the young person's home;
- recognising inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- internal school procedures, roles and responsibilities;
- dealing with disclosures from children;
- whistle blowing procedures as they refer specifically to Child Protection;
- emergency evacuation procedures;
- the school Single Equality Information/Objectives; and
- general health, safety and welfare issues.

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

All staff have undertaken whole school – Level One Safeguarding Training which will be refreshed every three years and updated on a regular basis by the DSL or other external source.

All staff and volunteers working in 'Regulated Activity' are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff – March 2015 (available as a separate 12 page document), DfE guidance 'What to do if you're worried a child is being abused', March 2015 and the Cumbria LSCB Summary of Allegations Management Procedures Flow Chart (Appendix C) –

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

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

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

The Designated Safeguarding Lead has undertaken both Level 2 (Single Agency) and Level 3 (Multi-Agency) Safeguarding Training. The 'cover' Designated Safeguarding Lead has undertaken Level 2 Safeguarding Training.

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

In line with Part three of the DfE statutory guidance 'Keeping Children Safe in Education' March 2015, the Governing Body /Proprietor will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. ROCKCLIFFE CE School has written recruitment and selection policies and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body /Proprietor ensure that at least one person on any appointment panel has undertaken safer recruitment training.

The Designated Safeguarding Lead and Head Teacher (if not one and the same) will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.

15 RECORD KEEPING

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

Blank Child Disclosure/Concern Records are kept in **The Head Teacher's Office (copies in all classes)**.

Child protection records are kept centrally and securely by the Designated Safeguarding Lead and are shared on a 'need to know' basis only. They will be held separate from the child's curriculum file.

All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new Designated Safeguarding Lead or Head Teacher.

16 ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEERS

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures published on the LSCB website and Part four of 'Keeping Children Safe in Education' – Allegations of abuse made against teachers and other staff.

Cumbria LSCB has produced a Summary of Allegations Management Procedures Flowchart which can be found at **Appendix C**. A copy of this flow chart is provided to all staff working in school and to new starters as part of their Induction

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

- treat the matter seriously;
- ensure that, where necessary, the child/young person receives appropriate medical attention;
- make a written record of the information using the Child's/Parent's own words, including when the alleged incident took place; who was present; and what happened;

- sign and date the written record;
- report the matter immediately to the Senior Management Officer (this should be the Head teacher), or deputy in his/her absence. Confidentiality must be maintained at all times.

The Senior Management Officer for **ROCKCLIFFE CE** School is **David Hodgkiss**.

Initial Action by the Senior Manager

The Senior Manager will wherever possible:

- obtain written details of the allegation, signed and dated by the person receiving the allegation;
- countersign and date the written details;
- record any other information and names of any potential witnesses;
- establish a chronology of significant events;
- consider any information already known about those involved;
- discreetly check any incident or log books;
- on the basis of 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 criteria below the Senior Management Officer must consult the Local Authority Designated Officer (**LADO**) – see Section 19, as soon as possible but certainly within **1 WORKING DAY**. To report a concern to the LADO, please use the notification form which is available either from the LSCB website or from the KAHSC website. You can also access it by the following link: **LADO - Allegation Notification Form (Doc)**.

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

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

- Fax: 01768 812090
- EMail: lado@cumbria.gov.uk
- Post: LADO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ
- Please note if you are worried that a child is at **risk of immediate harm** please contact Cumbria Safeguarding Hub on **0333 240 1727** or click here **How to refer a child**.

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

Phone: **01768 812267**

Or you can email lado@cumbria.gov.uk

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

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

Allegations are managed in accordance with Cumbria LSCB Procedures Manual (March 2015) - [Click here to access](#).

The responsible senior manager will contact the LADO if the member of staff or other adult has:

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

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

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

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

Initial Consideration by the Senior Manager and LADO

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

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

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

Suspension

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

Subsequent Actions

The detailed procedures that need to be followed after this initial consideration are available on the LSCB website. Advice and guidance is available through the LADO who has a responsibility to provide advice and monitor the case to a conclusion. The Senior Manager is expected to keep the LADO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the organisations disciplinary process (see above). If the staff member is suspended and/or subject to disciplinary process the Senior Manager must seek and follow HR advice and guidance to ensure that the disciplinary process is correctly applied.

Referrals must also made to the DBS when we have concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults – See Section 31 for further details. In these circumstances we must make a referral to the DBS. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Disclosure and Barring Service **[Click here to find out how to refer to the DBS](#)**

All staff will be made aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

Providers with EYFS Registered with Ofsted separately from the School ONLY

We will inform Ofsted of any allegations of serious harm or abuse by any person working with the child (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Refer to Section 31 for details.

For more detailed guidance on how to respond to allegations against staff or volunteers, please refer to the Cumbria LSCB guidance [Click here to access](#) and Section 20 on **Whistle blowing**.

17 MANAGING ALLEGATIONS AGAINST OTHER PUPILS

At ROCKCLIFFE CE School we believe that all children have a right to attend the School and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the School's Whole School Behaviour Policy.

17.1 Safeguarding allegations

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

The allegation:

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

Examples of safeguarding issues against a student could include:

Physical Abuse

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

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

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

Sexual Exploitation

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

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

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

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

17.3 Possible actions in response to an allegation against a pupil

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

18 LOCAL SAFEGUARDING CHILDREN BOARD (LSCB)

The County has a Local Safeguarding Children Board and Local Authority Designated Officers (LADO's).

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

Phone: **01768 812267**

Or you can email: lado@cumbria.gov.uk

In an emergency situation, please contact the:

Cumbria Safeguarding Hub

Tel: 0333 240 1727

E mail: safeguardinghub.fax@cumbria.gov.uk

19 WHISTLE BLOWING

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Adults working in the school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable children or young person who is targeted. These children need adults they can trust to safeguard their welfare.

DON'T THINK WHAT IF I'M WRONG - THINK WHAT IF I'M RIGHT!

Reasons for whistle blowing:

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing?

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- voice concerns, suspicions or uneasiness as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken;
- Try to pinpoint exactly what practice is causing concern and why;
- Approach the immediate manager/ Designated Safeguarding Lead **David Hodgkiss**, or Senior Manager **Carole McFee**;
- If the concern is related to the Head teacher or Principal, the Chair of Governors should be contacted or if it is felt that the issue needs to be reported to someone outside the school, contact Cumbria Safeguarding Hub;
- Staff should ensure they get a satisfactory response - don't let matters rest. If a staff member feels their genuine concerns are not being addressed, the issue should be referred to the local Safeguarding Hub;
- Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible can;
- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

What happens next?

- The individual reporting the concerns will be given information on the nature and progress of any enquiries.
- The employer has a responsibility to protect individual members of staff from harassment or victimisation.
- No action will be taken against an individual if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self-reporting:

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support:

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from senior managers, HR provider and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos).

For Community and Voluntary Controlled Schools in Cumbria, reference should also be made to any advice on whistle blowing (school based staff) issued by Cumbria County Council.

20 MEDICINES

20.1 Staff taking Medicines/Other Substances

Persons working with children must not be under the influence of alcohol or any other substance which may affect their ability to care for them. Medical advice will be sought if there are likely to be side effects which will impair the individual's ability to work safely with children. Staff medicine on the premises must be securely stored, and kept out of reach of children, at all times.

20.2 Supporting Pupils with Medical Conditions

We have and implement a Policy on Supporting Pupils with Medical Conditions. This includes systems for obtaining information about a child's medical needs and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines will not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin will only be given if prescribed by a doctor).

Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child, and, in the case of general pain-relief, where prior consent has been obtained, inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

21 WORKING WITH OTHER AGENCIES

ROCKCLIFFE CE School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate. Information on the Early Help/CAF Assessment process is available via the LSCB website.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

ROCKCLIFFE CE School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help/CAF Team around the Family or Team around the Child meetings.

The School Leadership Team and Designated Safeguarding Lead will work to establish strong and co-operative relationships with relevant professionals in other agencies.

22 PARTNERSHIP WITH PARENTS/CARERS

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

We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect their rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns about their children with parents/carers. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Social Care and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents/carers. This Child Protection Policy is available on request.

23 PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the Designated Safeguarding Lead(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the Designated Safeguarding Lead can seek advice from Cumbria Safeguarding Hub (0333 240 1727). Further guidance on Information Sharing can be found in the [DfE 'Information Sharing – Guidance for Safeguarding Practitioners' March 2015](#) and the 'Flowchart of When and How to Share Information' from the same document held at **Appendix E**.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Services Safeguarding Team), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the Designated Safeguarding Lead as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

24 CURRICULUM AND STAYING SAFE

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

ROCKCLIFFE CE School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school

experience. Children at **ROCKCLIFFE CE** School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

25 SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the Designated Safeguarding Lead.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection, however, all concerns **MUST** be reported to the Designated Safeguarding Lead without delay.

The Designated Safeguarding Lead can put staff and parents in touch with outside agencies for professional support if they so wish.

We will put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the staff member/volunteer and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to:

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

26 SAFE WORKING PRACTICE

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

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

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

27 E-SAFETY, USE OF MOBILE PHONES AND CAMERAS

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

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and

young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy incorporated into our E-Safety Policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

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

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's e-Safety/Acceptable Internet Use Policy and the Cumbria LSCB document 'Online Communication Code of Conduct for Staff Working with Children' which is reproduced at **Appendix D**.

When using digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular pupils should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites. Staff are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should normally only be taken on school equipment; if personal equipment of staff is used, the individual should inform another member of staff, show them the images and ensure that the downloading and subsequent deletion of the images from the personal device is witnessed (if possible by the same member of staff who witnessed the original image taking). Care should be taken when taking digital/video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

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

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

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

We discourage and advise all parents to discourage, pupils from bringing mobile phones to school on the grounds that they are valuable and may be lost or stolen. Where a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used, for any purpose on school premises, grounds or during off-site school activities (such as school swimming or sports activities). The only exception to this would be in an emergency or with the express approval of a member of school staff. The Head teacher may, at their discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests.

Where a school pupil is found by a member of staff to be using a mobile phone, as above, for any purpose, the phone may be confiscated from the pupil in line with the **Whole School Behaviour Policy**.

28 COMPLAINTS

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

All reported complaints/concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific ***Procedures for Managing Allegations Against Staff or Volunteers***- see Section 17.

29 SAFER RECRUITMENT, SELECTION AND PRE-EMPLOYMENT VETTING

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

The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education', March 2015 and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

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

29.1 Childcare Act 2006/Childcare (Disqualification) Regulations 2009

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

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

In order to ensure that staff working in ROCKCLIFFE CE School are not disqualified from working with the relevant pupils, the Governing Body require that prior to appointment, an individual is required to complete a self-declaration form. In addition to seeking a declaration about their own convictions, cautions, reprimands or warnings, potential staff will be asked to declare that they are not living in the same household where another person who is disqualified lives or works (disqualification 'by association').

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

30 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 that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in

regulated activity, or would have been removed had they not left. [Click here to find out how to refer to the DBS.](#)

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

31 REFERRAL TO OFSTED

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

32 THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused. See **School Lettings Arrangements** for further information.

33 SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

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

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

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

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

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

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

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

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

34 SUMMARY

All staff will follow the procedures set out by Local Safeguarding Children Board (LSCB) – Cumbria's Multi-agency Thresholds Guidance and take account of guidance issued by the Department for Education to promote the well-being and safeguarding of our pupils. These procedures and guidance have been revised to take account of the publication "Working Together to Safeguard Children" March 2015.

We will:

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role. They will receive training in inter-agency procedures that enables them to work in partnership with other agencies and gain the knowledge and skills needed to fulfil their responsibilities. Refresher training will be undertaken at 3 yearly intervals and updated training every 2 years in accordance with statutory guidance. The Designated Safeguarding Lead is **David Hodgkiss**, in his/her absence it is **Carole McFee**. The Designated Safeguarding Lead has undertaken the Level 2 and 3 training. The 'cover' DSL has completed Level 2 training;
- ensure we have a nominated Governor who will liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head teacher/ the Principal of a College/Proprietor or member of governing body of an independent school [Delete as appropriate]. In the event of allegations of abuse being made against the Head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegation should be reported directly to the designated officer(s) – **Andrew Hanson**.
- maintain a high profile on child protection/safeguarding training for all staff;
- ensure the training is appropriate to equip staff and others to carry out their responsibilities for child protection effectively. Suitable refresher training is undertaken on a regular basis;
- ensure Child Protection arrangements are part of Induction Procedures for all staff and volunteers. New staff and volunteers will receive and sign this policy along with the Safeguarding Statement which will explain Child Protection/Safeguarding Procedures, and are shown where they can access information and with whom to discuss any concerns;
- ensure that relevant staff complete the self-declaration prior to appointment and annually thereafter.
- ensure every member of staff (including temporary, supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, both physical and emotional, and responsibility for referring any concerns to the designated senior person responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child

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

35 MONITORING AND REVIEW

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

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

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CHILD DISCLOSURE/CONCERN RECORD

ROCKCLIFFE CE SCHOOL

PART 1

Child Disclosure/Concern Record (to be written ASAP after not during your conversation with the child)

Child's Name		Class		DOB	/ /	Gender	M / F
Date (of writing this record)	/ /	Time (of writing this record)	am / pm				
Name of Person completing this form							
Print Name:							
Signature							
Job Title:							
Note the reason(s) for recording the incident							
Record the following <u>factually</u> :	<i>Who?; What (if recording a verbal disclosure by a child, use their words)?; Where?; When (date & time of incident)?; Any witnesses?</i>						
Body Map Completed? <i>(Please attach)</i>	YES		NO				
Note Actions, including Names of anyone to whom your information was passed:							
Any other relevant, factual information:							
Check to make sure your report is clear now – and will also be clear to someone else reading it in the future.							
<p>PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD. <i>(Designated Safeguarding Lead to complete Part 2 overleaf)</i></p>							