Child Protection Policy (SS-04)

Ratified by Governors:	Mr A Rankin, Chair of Governors
Signature:	
Date:	12 November 2024

Ratified by SLT:	Mr R J King, Headteacher
Signature:	
Date:	12 November 2024

Committee Responsible:	Governing Board
Author:	Mr S Milledge, Deputy Headteacher/Designated Safeguarding Lead
Complies with Equality Scheme:	Yes
Date of Review:	October 2024
Date to be Reviewed:	Annually – October 2025
Version Number:	10

Version	Date	*Comments*	Author
02	17.10.16	*Update to take account of 'Keeping Children Safe in Education' – Sept '16*	SMG
03	19.10.17	*Update to include best practice from Ofsted, Sexting and reference to Code of Conduct and safe use of contractors*	SMG
04	30.10.18	*Updated to take account of 'Keeping Children Safe in Education' – September 2018*	SMG
05	29.10.19	*Updated to take account of 'Keeping Children Safe in Education' – September 2019 and changes to create the Cumbria Safeguarding Children Partnership (SCP) from 29 September 2019.*	SMG
06	29.10.20	*Updated to take account of 'Keeping Children Safe in Education' – September 2020*	SMG
07	29.10.21	*Updated to take account of 'Keeping Children Safe in Education' – September 2021*	SMG
08		*Updated to take account of 'Keeping Children Safe in Education' – September 2022 and changing title of Governors to Governors*	SMG
09	20/10/23	*Updated to include Operation Encompass Teachers' Helpline details and other minor amendments including to reflect introduction to new Unitary authorities.* *Updated in line with KCSiE 2023 (filtering and monitoring) and to various links*	SMG
10	30/1/24	*Updated to include reference to the SCR*	SMG
11	30/9/24	Minor change to Local Authority Designated Officer (LADO) email address (now one for each Council) and updated to take account of revised Gov.UK statutory guidance 'Working together to safeguard children' (Dec 2023). Updated with new Cumberland Early help telephone number (Procedures, page 10) Updated in line with the publication of revised 'Information Sharing – advice for practitioners' (May 2024) and statutory guidance 'Keeping Children Safe in Education' (Draft May 2024) and to take account of terminology used by both Cumbria LAs.	SMG
12			

Contents

Roles ……4
POLICY STATEMENT 5
1. 8
2. 5
3. 6
4. 6
5. 7
6. 7
7. 7
PROCEDURES 7
8. 7
9. 13
10. 15
11. Dealing with disclosures and concerns about a child or young person 18
12. Dealing with a disclosure/report from a child 19
13. Induction and training 19
14. Supervision 20
15. Record keeping, retention and storage 21
16. Managing concerns and allegations against adults working with children 21
17. Whistleblowing 23
18. Medicines 23
19. Alternative provision 23
20. Working with other agencies 23
21. Partnership with parents 24
22. Professional confidentiality and information sharing 24
24. Safe working practice 25
25. Online safety 25
26. Complaints 26
27. Safer recruitment, selection, pre-employment vetting and ongoing vigilance 26
28. The use of school premises by other organisations 27
29. Safety and suitability of premises, environment and equipment 27
30. Summary, Monitoring and review 27

Appendix A - Referenced statutory & non-statutory guidance & school policies 28
Appendix B - Keeping Children Safe in Education 2022 – essential reading 30
Appendix C - Summary of allegations management procedures 31
Appendix D - Response to reports of sexual violence & sexual harassment 32
Appendix E - Managing low-level concerns in relation to teacher, staff, volunteers & contractors 33

Appendix F - Supervision contract

Appendix G - **The Seven golden rules for sharing information (including personal information) – Extract from DfE advice to practitioners on Information Sharing**

Roles

At the time of publishing the following roles were held:

Designated Safeguarding Lead	Mr Steve Milledge
Deputy Designated Safeguarding Lead	Mrs Mandy Doyle
Deputy Designated Safeguarding Lead	Mrs Sarah Johnson
Designated Teacher for looked-after or previously looked-after children	Mr Steve Milledge
Designated Mental Health Lead	Mr Steve Milledge
Governors with Safeguarding responsibility	Mr Alan Rankin and Mr Tom Roberts

POLICY STATEMENT

1. INTRODUCTION

The Child Protection policy describes the management systems and arrangements in place and actions that should be taken to create and maintain a safe learning environment for all students and staff. All staff contribute to creating a culture of safeguarding and the protection of students. We use the definition of safeguarding in KCSIE 24 Part 1 para 4.

Safeguarding and promoting the welfare of children is everyone's responsibility. All professionals working with children at Cockermouth School make sure their approach is child centred and so always should consider what is in the best interests of the child. Child Protection as an essential task of Governors and visitors and volunteers who come into school.

The DfE statutory guidance 'Keeping Children Safe in Education' is our first point of reference for child protection and child welfare issues in the school. Part 1 and Annex B of KCSIE 24 has been issued to, read and is followed by all members of staff and the Governing Board. Cleaners and kitchen staff who do not work directly with children read the condensed Part one in Annex A where it is judged to be more effective to safeguard and promote the welfare of children. All members of staff have annual training on KCSIE and a knowledge check to ensure they understand their responsibilities.

This Child Protection Policy and procedures must be read in conjunction with the school Overarching Safeguarding Statement and other school Policies and procedures, including the Behaviour policy which sets out our procedures for preventing and dealing with Child on Child abuse and bullying (See Section 6 below).

2. ETHOS

Cockermouth School is committed to maintaining a safe learning environment and protection for all students regardless of age, disability, sex, pregnancy, race, religious belief, ethnicity or sexual orientation/identity. We recognise that a more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND children. We have a culture of openness and honesty which allows us to be reflective about our practice and recognise that, however good we are, we can always improve. We know that abuse happens to those in our school and wider community and always strive to create the environment where those affected can report concerns in the secure knowledge they will be supported in a professional and sensitive way.

We are 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 by being healthy, staying Safe, enjoying and Achieving, making a positive contribution to the school community and general society and achieving social and economic well-being.

Curriculum: Our curriculum includes social and emotional aspects of learning and child protection and online safety so that children stay safe, recognise when they don't feel safe and can identify trusted adults to talk to. Our curriculum equips our children with essential life skills and protective behaviours. The PD (Personal Development) and computing curricula will help children recognise the risks in different situations and how to respond (see DFE statutory guidance relationships education relationships and sex education (RSE) and health education). We have a cross-curricular approach to safeguarding so that, where relevant, all other subjects will include elements to empower children with the skills to keep safe and feel safe. Schools play an essential role in helping children to understand what appropriate child and adult behaviour is; what is 'safe'; what constitutes a healthy relationship both online and offline; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Our curriculum encourages students to understand opposing views and ideologies, and to be able to actively engage with them.

Working Together: We work in partnership with other agencies and have effective working relationships with parents and other colleagues so enabling the Governing Board to fulfil its safeguarding duties under Section 175 of the Education Act 2002 (Maintained Schools) and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012).

3. AIMS

There are three main aims to our Child Protection Policy:

Prevention: by creating a positive school atmosphere, a culture of safeguarding and providing high quality teaching and pastoral support to students;

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, school staff and for children who may have been or are being abused, exploited or neglected.

We will do these things by:

- ensuring we practise safe recruitment, checking the suitability of adults who have unsupervised contact with children and supervising others who are temporarily in school but not undertaking 'regulated activity';
- ensuring that all members of staff including the Governing Board are well trained. That they have read understood and follow the relevant sections of, the DfE statutory guidance 'Keeping Children Safe in Education', are able to recognise the signs and symptoms of abuse and know the school's procedures for reporting concerns and abuse;
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe physical intervention techniques (see the Behaviour Policy for details);
- raising awareness of child protection issues, educating students to keep themselves safe and to feel safe;
- knowing our students well (particularly our **vulnerable groups)** and being alert to their needs or any issues of concern at home, in the community or in school;
- keeping confidential records, which are stored securely and shared appropriately with other professionals and maintaining policies and procedures;
- ensuring all steps are taken to maintain site security and staffing arrangements to establish a safe environment;
- external advice and auditing by the partners such as the School Improvement Partner and the NSPCC.

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:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interest of the children; and
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is a part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who has contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

4. ENTITLEMENT

We embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Any child could be the victim of abuse by a parent, another adult, a child or peer and so must have the same degree of protection and support and every child in our school will also develop the appropriate skills to prevent abuse, keep safe and seek help if their safety is threatened.
The Human Rights Act 1998 and Equality Act 2010 make it clear that Cockermouth School:
• must not unlawfully discriminate against students because of their protected characteristics
• must consider how to support students with protected characteristics
• must take positive action, where proportionate, to deal with the disadvantages these students face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.
We also take seriously the Public Sector Equality Duty (PSED) and are conscious that pupils with protected characteristics may be more at risk of harm.

We have a Single Equality Scheme (SES) to promote equality of opportunity for children in our care, including support for children with SEND those identified as 'carers' and looked-after children/children in care. Our SES takes account of all students, especially the disabled, those with special educational needs or other health conditions and how reasonable adjustments will be made for them. We encourage all members of the school community to value and respect others.

5. IMPLEMENTATION

This Policy and supporting procedures apply to all who come into contact with children in the School, including: teachers, supply staff, learning support staff, teaching assistants, midday supervisors, support staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, Governors and other visitors including contractors and other external providers who use the school premises for the purposes of running activities for children.

6. CHILD PROTECTION DURING EMERGENCIES

During periods of uncertainty, it is particularly important to safeguard children who may be at an increased risk of abuse, harm and exploitation. The procedures which follow this policy statement will be adhered to at all times - with a particular focus on helping students safely adapt to online learning and pastoral monitoring of absence. We recognise that amendments or additions may be required in order to support those directly affected by a pandemic.

Additional issues facing children and families during a pandemic may include: poverty, reduced access to support networks, accommodation, domestic abuse, substance abuse, neglect, and difficulties for vulnerable children with additional needs.

We will consider how to seek the voice of the child during these times through online and telephone contact to ensure their wellbeing and safety. This is especially important where communication difficulties of vulnerable students make these means less effective.

7. REVIEW

This Policy will be reviewed annually (as a minimum) and more often should legislation, statutory guidance or changing safeguarding needs dictate - including lessons learnt from Child Safeguarding Practice Reviews.

PROCEDURES

8. ROLES AND RESPONSIBILITIES

All Governors and staff have a shared responsibility to safeguard children. The Governing Board and the School Leadership Team, especially the Designated Safeguarding Lead (DSL) and DSL deputies, will follow the local Cumbria Safeguarding Children Partnership (CSCP) arrangements. Governors will read KCSIE Part 1 Annex B and Annex C.

8.1 The role of the Governing Board

The Governing Board's responsibilities are set out on Part 2 of KCSIE 22 paras 78-88 and include:

- complying with legislation and the law
- ensuring there is a whole school approach to safeguarding
- ensuring effective safeguarding policies and procedures are in place
- ensuring there is a Designated Safeguarding Lead
- ensuring they receive training at the point of induction to understand their strategic safeguarding role.

In the event of a concern made against the Headteacher, the Chair of Governors will report the allegation directly to the Designated Officer (DO) appointed by the Local Authority.

The Governing Board is accountable for ensuring their establishment:

- promotes a culture of openness, trust and transparency to encourage staff to discuss matters of concern which may have implications for the safeguarding and welfare of children;
- appoints a Designated Safeguarding Lead on the Senior Leadership Team who has the ultimate lead responsibility for safeguarding and child protection and is the designated teacher for Children Looked After / cared for children. The DSL has the appropriate authority and time, funding, training, resources and support to provide advice and support to other staff, liaise with the LA and work with local multi-agency safeguarding partners and other agencies. The DSL has two named deputies to enable the statutory requirement to have a member of staff with Safeguarding Lead responsibilities always available to staff during school hours. The DSL and DSL deputies' responsibilities are explicit in the role-holders' job descriptions;
- has effective policies and procedures in place for child protection, student behaviour, staff conduct and online safety which are provided to staff and volunteers on induction; has a written Recruitment and Selection Policy and procedures and arrangements for supporting students with medical conditions in place;
- has appropriate safeguarding responses to children who are absent from school, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect and exploitation including sexual abuse or exploitation and to help prevent the risks of them being absent in the future;
- has procedures for dealing with concerns or allegations against members of staff, supply staff, volunteers, contractors and other external providers using the school premises for the purposes of running activities for children that comply with DfE statutory guidance 'Keeping Children Safe in Education', Cumbria SCP, LA and locally agreed inter-agency procedures;
- ensures that safeguarding training for staff, including online safety training, is part of the whole school safeguarding approach, staff training and curriculum planning in line with the Prevent agenda and the Teachers' Standards. Any training should include an element of online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
- ensures that **all** governors and Governors receive appropriate safeguarding and child protection training at induction. Any training should include an element of online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated;
- ensures that **all** governors read and understand their responsibilities described in Part two and Annex C (responsibilities of the DSL) of Keeping Children Safe in Education;
- ensures that **all** governors understand their responsibilities under the Human Rights Act 1998 and the Equality Act 2010 (public Sector duty);
- has a culture of listening to children, taking account of their wishes and feelings, both in individual decisions and the development of services;
- has carefully considered how students are being supported with regard to particular protected characteristics including sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation;
- has appropriate online filtering and monitoring systems in place (informed by an appropriate

assessment of risks), having identified a member of the SLT and a Governor to be responsible for ensuring the DfE Filtering and Monitoring standards are being met along with identification of the roles and responsibilities of staff and third parties, for example, external services providers.
- operates a whistleblowing procedure and will act on, without delay, weaknesses in child protection arrangements brought to its attention.

8.2 The role of the Headteacher

It is the responsibility of the Headteacher to:

- ensure that the Policies and procedures adopted by the Governing Board are fully implemented and followed by all staff and, where appropriate, by other adults;
- ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake in the school and that this induction includes a section on the procedures to follow if they are worried about a child or the management of child protection generally in the setting (including in relation to online safety and the processes involved in online filtering and monitoring);
- ensure all staff and, where appropriate, volunteers attend or are given access to training in child protection procedures and strategies (including online safety) to enable them to identify children who may be at risk from all forms of abuse or harm;
- ensure sufficient resources and time is allocated to enable the Designated Safeguarding Lead (where this is not one and the same person) and other staff to discharge their responsibilities, including attending training at regular intervals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in relation to children, including low-level concerns, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistleblowing procedures.
- ensure that online safety is appropriately monitored and reviewed by undertaking an annual review of the school's approach to online safety, supported by an annual review of the risk assessment that considers and reflects the risks the children face. We will use appropriate tools for this purpose such as the self-review tool 360° safe or LGfL online safety audit.

8.3 The role of the Designated Safeguarding Lead (DSL)

The DSL is appointed from the Senior Leadership Team and takes lead responsibility for safeguarding and child protection (including online safety). This is explicit in the DSL's job description and includes the roles outlined in Annex C of Keeping Children Safe in Education. This **lead responsibility** for child protection remains with the DSL and is not delegated.

Cockermouth School has two DSL deputies. One is also Head of the Learning Support Department. The DSL deputies are trained to the same standard as the DSL.

The DSL and DSL deputies liaise with the safeguarding partners, and work with other agencies in line with Working Together to Safeguard Children. The DSL is the 'Prevent Single Point of Contact' (SPOC) for Prevent.

During term time, the DSL and DSL deputies are always available during school hours for staff in the school to discuss any safeguarding concerns.

The DSL and DSL deputies undergo Level 3 training to provide them with the knowledge and skills required to carry out the role. This training is updated every two years. In addition to their formal training the DSL and DSL deputies' knowledge and skills are regularly updated, and at least annually, to keep up with any relevant developments.

The Designated Safeguarding Lead will:

- **Working Together** - liaise with and supply information to, local statutory children's services agencies and the three safeguarding partners which make up CSCP in line with Working Together to Safeguard Children;
  - refer individual incidents or issues to the Police. (See NPCC guidance 'When to call the Police');
  - refer all cases of suspected abuse or allegations to the local authority Safeguarding Hub in

accordance with the multi-agency thresholds guidance and support any other staff who make referrals to the Local Authority Safeguarding Hub;

- liaise with staff (especially pastoral support staff, IT technicians, SENDCOs) on matters of safety and safeguarding (including online and digital safety and Prevent) and act as a source of support, advice and expertise within school when deciding to make referrals;
- understand and provide a coordinated 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;
- understand and support staff in challenging inappropriate behaviours associated with sexual violence and sexual harassment among all children, paying particular attention to those who are or are perceived to be lesbian, gay or bisexual;
- understand the issues relating to harmful sexual behaviour (HSB) in order to plan preventative education and implement preventative measures;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR);
- ensure that the most relevant trained person attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents where necessary and hold the details of the LA Personal Advisor appointed to guide and support a care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.
- be able to keep detailed, accurate and secure written records of **all** concerns, discussions and decisions made including the rationale for those decisions regardless of whether referrals were or were not made to another agency;

- **Allegations/concerns regarding adults** - where required to do so, liaise with the "Case Manager" and the Designated Officer (DO) appointed by the Local Authority in the case of a concern/allegation made against a member of staff or other adult. The DSL will 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 school/setting. (See Section 9 below).

- **Attendance** - refer concerns about students who are absent from education, particularly on repeat occasions and/or prolonged periods, may have disappeared, moves to elected home Education or whose transfer has raised concerns to Children's Services Children Missing Education (CME) Officer. Ensure that any child currently on a Child Protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team. Be aware of the DfE guidance for local authorities on Elective home education and will work with the LA and parents when a parent has expressed their intention to remove a child from school with a view to educating at home.

- **Communication** - Inform the Headteacher of issues especially ongoing enquiries under section 17 (child in need) and section 47 of the Children Act 1989 and Police investigations.

- **Training: The DSL will be trained to L3 in** -
- Early Help Assessments (EHA);
- understanding their role in multi-agency working and information sharing within the school and with the three safeguarding partners, other agencies, organisations and practitioners, contributing to Local Authority child protection conferences;
- understanding the specific needs of children in need, including those with special educational needs, disabilities (SEND) and other health conditions, young carers and those at risk of radicalisation or child sexual exploitation;
- understanding the unique risks associated with online safety (including an understanding of the filtering and monitoring systems and processes in place in the school) and how to keep children safe online at school recognising the additional risks that children with SEND face from online bullying, grooming and radicalisation and to support other adults in doing so;
- keeping detailed, accurate and secure written records of concerns and referrals and understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation.

- **Raising awareness: the Designated Safeguarding Lead will** -

- 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 may put in place to protect them.
- ensure that, during the induction process, **all staff and volunteers** are made aware of, and understand:
  - the Child Protection Policy and procedures,
  - the school Code of Conduct for staff and other adults,
  - and are provided with a copy of Part one of 'Keeping Children Safe in Education - Safeguarding information for all staff',
  - DfE guidance 'What to do if you're worried a child is being abused',
  - Cumbria SCP 'Summary of Allegations Management Procedures Flowchart' (Appendix C),
  - the school's safeguarding response to children who go missing from education,
- ensure **new and part-time staff, supply staff and volunteers/students** have access to and understands the school's Child Protection Policy and procedures;
- ensure the school's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse, neglect, child on child abuse and issues relating to sexual violence and sexual harassment;
- ensure the school's Child Protection Policy and procedures and implementation are reviewed and updated at least annually with the Governing Board and published so that parents are aware of the school's role in referring suspected abuse or neglect;
- promote awareness of CSCP training opportunities and the latest local procedures on safeguarding;
- help staff to know their students and promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues facing children - especially those with a social worker. This includes knowing who these children are and maintaining a culture of high aspirations for this cohort and providing additional academic support and adjustments to best support these children;
- where children leave the school (including for in-year transfers), the DSL will ensure their Child Protection file is forwarded to any new school as soon as possible to allow the new school to continue supporting children who have had a social worker and/or been victims of abuse and have that support in place for when the child arrives. The file will be transferred by CPOMS. Consideration will also be given to whether information should be shared with the new school in advance of a child leaving the school to provide continuous support in accordance with Annex C of Keeping Children Safe in Education.

8.4 The designated teacher for looked-after/children in care and previously looked-after children/children in care

A previously looked-after child/children in care potentially remains vulnerable and all staff are equipped with the skills, knowledge and understanding to keep both looked-after and previously looked-after children /children in care safe.

The designated teacher for looked-after/children in care and previously looked-after children/children in care has lead responsibility for helping school staff understand the things which affect how looked-after children learn and achieve in line with the DfE guidance 'The designated teacher for looked-after and previously looked-after children – Statutory guidance on their roles and responsibilities'.

The designated teacher will:

- have received appropriate training and have the relevant qualifications and experience to take the lead in promoting the educational achievement of registered students who are looked-after;
- liaise and work together with other agencies providing prompt action to safeguard any looked-after or previously looked-after child;
- promote a culture of high expectations, educational achievement and aspirations for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- work with the Virtual School Headteacher to promote the educational achievement of looked-after and previously looked-after children;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about teaching strategies appropriate for individual children;
- make sure that looked-after or previously looked-after children 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.

8.5 The role of teachers

Teachers, including the Headteacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the Teacher Standards 2011 (updated 2021).

8.6 The role of the school counsellor

Ensuring confidentiality between the young person and counsellor to promote the success of the relationship and the outcomes of counselling. Nevertheless, child protection concerns and the welfare of children and young people will, at times, need to take precedence over confidentiality.

Counsellors should discuss difficult decisions about disclosures with their clinical supervisor and line manager and, if appropriate, the DSL within the school. Where they think anyone is at risk of significant harm, they should report this to the DSL immediately.

8.7 The role of ALL staff (including supply staff and volunteers)

All staff:

- have a responsibility to provide a safe environment for children;
- have a responsibility to read and properly understand
  - 'Keeping Children Safe in Education Information for All School and College staff' (Part one) (or Annex A, where appropriate),
  - DfE guidance 'What to do if you're worried a child is being abused',
  - the School Code of Conduct for staff and other adults who work with children,
  - the School's Child Protection Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case.
- should be aware of indicators of abuse, neglect and exploitation. Knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff can identify cases of children who may be in need of help or protection. This includes identifying emerging problems, providing help and support to meet the needs of children as soon as problems emerge (for example, persistent school absences) or where a child is already known to Children's Social Care. Further guidance on effective assessment of the need for early help can be found in Working together to safeguard children.
- should know what to do if a child tells them they are being abused, exploited, neglected or otherwise at risk of harm. **Staff will always** refer to the DSL or DSL deputies. If in exceptional circumstances, the DSL or DSL deputies are not available, this should not delay appropriate action being taken members of staff must speak to a member of the School Leadership Team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL (or DSL deputies) as soon as practically possible.
- should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately being absent from education particularly on repeat occasions and/or prolonged periods and consensual and non-consensual sharing of nude and/or semi-nude images and/or videos can be signs that children are at risk. Further information relating to other signs of harm are set out in Part one of Keeping Children Safe in Education.
- should be aware that sexual abuse of children by other children (child on child abuse) is a specific safeguarding issue and should understand the importance of their role in preventing and responding to it and be clear on the school policy and procedures for dealing with it. (See Section 3.3 below)
- should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to

their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- are advised to speak to the DSL or DSL deputies should they have a concern about the mental health of a child as this can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- should be prepared to identify children who may benefit from **Early Help** and understand their role in it. (See Section 2.1 below). This includes:
    - identifying emerging problems,
    - providing help for children,
    - promoting children's welfare and preventing concerns from escalating,
    - liaising with the DSL,
    - sharing information with other professionals to support early identification whether this is when problems are first emerging or where a child is already known to Children's Social Care and,
    - in some cases, acting as the lead professional in undertaking an Early Help assessment.
- should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- should be aware of and understand the school's safeguarding response to children who go missing from education.
- should be aware of **contextual safeguarding**. Safeguarding incidents and behaviours can be associated with factors outside the school and can occur between children outside of these environments. Staff, but especially the DSL (and DSL deputies) should consider whether children are at risk of abuse, sexual abuse, serious youth violence, county lines or sexual or criminal exploitation in situations outside their families and should understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE guidance 'Sexual Violence and sexual harassment between children in schools and colleges'.
- should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse another child online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- should act on any concerns or doubts about a child's welfare immediately. They should speak to the DSL (or DSL deputies) to agree on a course of action. Any member of staff can make a referral to Children's Social Care. If they do, they should inform the DSL as soon as possible. If there is a risk of immediate serious harm to a child a member of staff should call the police on **999**.

9. SUPPORTING STUDENTS AT RISK

School staff will be alert to:

- disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out. We are aware that young people may be susceptible to extremist influences or prejudiced views from an early age which originate from a variety of sources;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- students accessing extremist material on-line, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- local schools, LA services and Police reports of issues affecting students in other schools or settings;
- students voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our Single Equality Scheme, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others;

- anti-western or anti-British views.

9.1 Children who may be particularly vulnerable and Early Help

All children are vulnerable, but some may be at increased risk of neglect and/or abuse and would especially benefit from Early Help. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, being frequently, and/ or for prolonged periods, absent from school and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area.

A list of what staff should be alert for is in KCSIE 24 para 18.

The Cumberland Early Help Team can be contacted on:

Telephone No: **0300 303 3896;** or
Email: early.help@cumberland.gov.uk and CSCP Early Help.

Early Help cases will be kept under constant review in supervision meetings and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not improve. The DSL will make a record of any decision regarding Early Help referrals to support services such as Educational Psychology which do not require regular TAF meetings.
Co-ordinators will refer to Chapter 3 of the statutory guidance Working Together to Safeguard Children and guidance issued by the Cumbria SCP in relation to Early help.

Consideration will be given for specific needs, including but not exclusive to, family members who may have learning difficulties/disabilities or those whose first language is not English, are care experienced, young parents, fathers or male carers and parents who identify as LGBT. Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

9.2 Children in need

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

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation and complex family circumstances. Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. Both LAs and schools should share this information. When children need support from a social worker, this will inform decisions about safeguarding and about promoting welfare.

9.3 Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The pastoral teams work with the DSL (who is the Mental Health Lead) to identify students with possible mental health problems and discuss cases in supervision. (see DfE guidance 'Mental health and behaviour in schools'.

9.4 Students with SEN/Disabilities or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

The potential need for early help and extra pastoral support in this group of children is considered as a priority and will require close liaison with the DSL/DDSL and the SENCO. To address these additional challenges, Teaching Assistants act as Key workers for individuals with EHCPs and work alongside form tutors in daily form time to provide extra pastoral support and attention for other SEND students. One Deputy DSL is Head of the Learning Support Department and attends fortnightly supervision sessions.

Further information can be found in the Department's: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

9.5 LGBTQ+ students and students who are gender questioning

Children who are lesbian, gay, bisexual, or trans (LGBTQ+) can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. We will endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Caution is necessary for children questioning their gender and there may be many unknowns about the impact of social transition coupled with wider vulnerabilities such as complex mental health and psychosocial needs/autism spectrum disorder and/or ADHD. We will encourage families/carers who are making decisions about support for gender questioning children to seek clinical help and advice. In addition, we will take a cautious approach (including a period of watchful waiting) and consider the broad range of their individual needs in partnership with the child's parents (unless this would constitute a significant risk of harm to the child) including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Further advice is available from DfE guidance for schools in relation to gender questioning children.

9.6 Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, especially the DSL deputies and pastoral leaders use CPOMS to help consider the context in which incidents and behaviours occur to improve preventative safeguarding (see Contextual Safeguarding Network).

9.7 Private fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation for 28 days or more by a person who is not a parent, person with parental responsibility for them or a relative in their own home. Staff will remain alert to, and, when it comes to their attention, report to the DSL via CPOMS, information which suggests a child is being privately fostered. The DSL will then notify the LA to allow the LA to check the arrangement is suitable and safe for the child.

10. RECOGNISING TYPES OF ABUSE, NEGLECT AND EXPLOITATION AND SIGNIFICANT HARM

Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries

to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. This includes where there are concerns about maltreatment, including all forms of abuse, neglect and exploitation, or other so-called honour-based abuse (including Female Genital Mutilation and Forced Marriage), and extra-familial harm such as exploitation by criminal and organised crime groups and individuals (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, teenage relationship abuse, and the influences of extremism which could lead to radicalisation. Children of all ages can experience extra-familial harm.
Where there are concerns that more than one child may be experiencing harm in an extra-familial context, the DSL will consider the individual needs of each child as well as work with the group and build an understanding of the dynamics between those within the group and the extra-familial context.

All staff should consider whether children are at risk of abuse or exploitation.

All school staff are made aware that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their DSL or DSL deputies.

10.1 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. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts by those known to them or, more rarely, by others. They may be abused or exploited by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

10.2 Forms of abuse.

Definitions of physical, emotional, sexual abuse, neglect and exploitation are found in DfE statutory guidance 'Keeping Children Safe in Education'

10.3 Specific safeguarding issues – Child on Child abuse

All staff have an awareness of specific safeguarding issues – some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nude and/or semi-nude images and/or videos can be signs that children are at risk. We recognise that children can abuse other children including:

- bullying (including cyber bullying, prejudiced-based and discriminatory bullying),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- initiation/hazing type violence and rituals;
- gender-based violence/sexual violence (such as rape, assault by penetration and sexual assault), sexual harassment (such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts, sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse) upskirting and the sharing of nude and/or semi-nude images and/or videos. Abuse can take place in intimate personal relationships between peers.

Procedures to minimise the risk of Child on Child abuse;

Staff will not tolerate child on child abuse or pass it off as "banter", "just having a laugh", "boys being boys" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating concerns are the same as for any other type of abuse. Although it is generally considered more likely that girls will be victims and boys' perpetrators, we consider all child on child abuse to be unacceptable.

We have a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated. All staff are aware that, even if there are no reports in our school,

it does not mean it is not happening – it may be the case that it is just not being reported. All staff with concerns regarding child on child abuse will speak to the DSL or DSL deputies.

Decisions about action in a case of child on child abuse will be made on a case-by-case basis, considering:

- the wishes of the victim in terms of how they want to proceed;
- the nature of the incident – might a crime have been committed?
- the ages of the children involved;
- any power imbalance between the children for example, if one child is much older, more mature or more confident. If the victim has a disability, learning difficulty or other health related issues;
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator;
- that sexual violence and sexual harassment can take place within intimate personal relationships between children; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

See Keeping Children Safe in Education 2024 Part 5

Systems in place for children to confidently report abuse, knowing their concerns will be treated seriously. The following systems are well promoted, easily understood and easily accessible for all students;

- Students are aware of the NSPCC dedicated helpline (report abuse in education – **0800 136 663**) for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance. Posters are displayed around the school at key locations;
- Students are aware of the trusted adults, the DSL and DSL deputies in school to whom they can report an incident. they know they may choose to speak to the male DSL or female DSL deputies;
- Students know they can report via the 'Keep Safe' tab on Firefly. Students have a 'Support' area on Firefly which is maintained by a student group;
- Students are regularly trained as bullying mentors and contribute to the PD curriculum through student voice;
- The PD curriculum addresses the issues of bullying and sexual harassment;
- The pastoral curriculum, including form time and assemblies, raises awareness of this issue and sets clear behaviour expectations for students;
- All victims are reassured they are being taken seriously and will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor made to feel ashamed for making a report.

How allegations of Child on Child abuse will be recorded, investigated and dealt with;

When a report of peer-on-peer abuse is disclosed, the member of staff must report it to the Behaviour Team immediately following Section 5.1 of the Behaviour Policy ('Reporting, Recording and Acting on Incidents of Bullying'). Staff must also inform the DSL and DSL deputies via CPOMS and follow this up with a conversation with the DSL to check action has been taken.

Staff must report incidents of peer-on-peer sexual harassment or violence in person immediately to the DSL or DSL deputies. The DSL:

- will ensure all the students involved are safe. This includes student(s) displaying the behaviour(s) and student(s) affected by the behaviours.
- will remove student(s) alleged to have displayed the behaviours (ie 'perpetrators') to the Behaviour Centre for support.
- will remove student(s) affected by the behaviours (ie 'victims') to a different place of safety.
- will inform the relevant pastoral teams.
- will offer any students affected by the behaviours the option of being supported by either the male DSL or female DSL deputies;
- will contact the perpetrator's family, introduce themselves as the point of contact in school and agree on a communication plan. The other DSL will do the same for the victim(s);

- and the DSL deputies will liaise with the Behaviour Team to conduct an investigation as set out in the Behaviour Policy and to apply appropriate sanctions. The DSL will ensure students involved are informed of what is happening.

Cockermouth School takes a reflective approach, regularly reviewing decisions and actions through the supervision process and updating the relevant policies to reflect our learning. The CPD programme includes sessions to train staff in recognising, recording and reporting peer abuse.

See section 8 on record keeping.

Processes as to how victims, perpetrators and any other children affected by Child on Child abuse will be supported;

- The DSL or DSL deputies will reassure the children and young people involved and ensure they have a voice in the actions taken;
- The DSL or DSL deputies will make a referral to the multi-agency safeguarding hub to support victims or perpetrators as appropriate;
- If referrals do not meet thresholds for social worker involvement, the DSL or DSL deputies will offer an Early Help support plan and support from other agencies such as the Child Centred police unit, NSPCC, Barnardo's or Lucy Faithfull and within school from the pastoral team and school counsellor as appropriate;
- The DSL will write a safety plan with the perpetrator, their family and other people involved to ensure the perpetrator and victims are safe.
- Ongoing pastoral support from the pastoral team may take the form of a pastoral support plan if there is no consent for Early Help.

10.4 Specific safeguarding issues - sharing nude and semi-nude images

The School follows the advice set out in UKCIS's 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

When peer sexually harmful behaviour takes the form of the sharing of nude and semi-nude images the school's approach will depend on whether the activity is experimental (e.g romantic and consensual/attention seeking) or aggravated and with an intention to harm or exploit.

The DSL or DSL deputies will place a child's sexual behaviour within the context of their age and development and follow the relevant local policies and procedures. This includes contact with safeguarding partners and guidance on recognising and responding to harmful behaviours and/or underage sexual activity when dealing with children under 13. Frameworks such as Brook's Sexual Behaviours Traffic Light Tool will be used to identify when a child or young person's sexual behaviour is a cause for concern in relation to their development.

Any child or young person displaying harmful sexual behaviour will be safeguarded and supported in moving forward from the incident and adopting positive behaviour patterns (see processes for support above).

The DSL and DSL deputies will follow this process in the UKCIS guidance interviewing relevant students, holding an initial review meeting of school professionals, notifying parents if possible and referring to children's services and police if necessary.

The DSL and DSL deputies will ensure adults keep themselves safe by ensuring **in most cases, images or videos are not viewed (see section 2.10 of UKCIS guidance for information on when an image may need to be viewed**).

Where it is found that a child or young person displays appropriate sexual behaviour within the context of their age or development, consideration will still be given as to whether the taking or sharing of the nude or semi-nude raises any additional concerns. Although it is an offence to possess, distribute, show and make indecent images of children and the Sexual Offences Act 2003 (England and Wales) defines a child,

for the purposes of indecent images, as anyone under the age of 18, where the activity is experimental/consensual and within normal developmental parameters, the DSL or DSL deputies would not normally refer to the police in line with guidance to avoid criminalising children where confident that there is enough information to assess the risks to any child or young person involved and the risks can be managed by the school's pastoral support and disciplinary framework and local network of support.

Where the activity or the image shows evidence of an abusive or aggravated crime the DSL or DSL deputies will report to the Safeguarding hub and the police. Examples include:

- The incident involves an adult;
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (e.g. owing to Special Educational Need);
- The content depicts sexual acts unusual for the person's developmental stage or are violent;
- The images involves sexual acts and any young person under 13;
- There is reason to believe the young person is at immediate risk of harm owing to the sharing of the nudes and semi-nudes, for example they are presenting as suicidal or self-harming.

The DSL or DSL deputies will follow UKCIS guidance to **support the young people involved by**:

- Identifying, what the image contains and whether anyone else has been involved;
- Finding out whether the image has been shared between two people or shared further and deleting images or videos from social media accounts (including from cloud photo backups) if possible and signposting to the IWF and Childline's Report Remove tool as soon as possible;
- Discussing what actions and support might be needed, including preventing further distribution any bullying behaviour - considering the views of the young person and that that they will be kept informed throughout the process;
- Reassuring the child and recognise the pressures that children and young people can be under to take part in sharing an image and support parents and carers to understand this;
- Remaining solution-focused and avoids any victim-blaming questions but use questions such as 'describe what happened' or 'explain to me who was involved';
- Discussing issues of consent and trust within healthy relationships and explaining the law on the sharing of nudes and semi-nudes.

Further information is available in the DfE guidance 'Child sexual exploitation: definition and guide for practitioners' and CSCP procedures Child Exploitation and includes a child exploitation assessment tool.

10.5 Specific safeguarding issues - other specific forms of abuse

The DfE statutory guidance 'Keeping Children Safe in Education' provides additional information at Annex B on the following specific forms of abuse:

- Child abduction and community safety incidents;
- Children and the court system;
- Children missing from education;
- Children with family members in prison;
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE);
- County lines;
- Modern Slavery and the National Referral Mechanism;
- Cybercrime;
- Domestic abuse;
- Homelessness;
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage);
- FGM - staff have a legal duty to report this form of abuse to the police;
- Forced Marriage;
- Preventing radicalisation;
- The Prevent duty;
- Channel;
- Upskirting.

11. DEALING WITH DISCLOSURES AND CONCERNS ABOUT A CHILD OR YOUNG PERSON

If staff have concerns about a child they should raise these with the DSL or DSL deputies who will decide whether to:

- manage support for the child internally via the school's own pastoral processes;
- seek consent from the family for an Early Help assessment; or
- make a referral for statutory services.

All staff are required to report any concerns on CPOMS and follow it up by talking to the DSL. Sometimes referrals are made in response to a single incident such as an injury or report of abuse, sometimes concerns accumulate over time and are evidenced by building up a picture of harm.

If a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the Safeguarding Hub directly or seek advice from the NSPCC whistleblowing advice line on 0800 028 0285 email: help@nspcc.org.uk.

Where a child and family would benefit from co-ordinated support from more than one agency, Pastoral leaders or the DSL will seek consent from the family for an Early Help and the family's nominated co-ordinator will undertake an Early Help Assessment (See Section 9.1).

Where there is a risk of significant harm to a child the DSL or DSL deputies will refer to Cumbria Safeguarding Hub. by phone (0333 240 1727) and in writing via the Cumbria Safeguarding Hub Single Contact On-line Form. **The written referral will be made within 48 hours.**

When referring the DSL or DSL deputies will inform the parents and child of actions unless this puts the child at further risk of harm.

The LA should decide about next actions within one working day of a referral and let the referrer know the outcome. The DSL will follow if this does not happen. If the child's situation does not improve the DSL will press for reconsideration using the Cumbria SCP Escalation Policy and procedures.

If any adult has concerns for the immediate safety of a child, they should ring the police on 999.
See the 'Action' flowchart in part 1 of 'Keeping Children Safe in Education'.

In situations of alleged abuse involving staff members (including supply staff, volunteers and contractors), also refer to allegations guidance and Whistleblowing at Section 10 below).

12. DEALING WITH A DISCLOSURE/REPORT FROM A CHILD

Where there is a safeguarding concern, staff will listen to the student's wishes and feelings and take them into account when determining next actions supporting services. Staff regularly remind children they can report concerns through their form tutor, pastoral leaders or any member of staff. The DSL and DSL deputies introduce themselves at regular assemblies and there are notice boards and posters and a firefly keep safe area for students to make online reports. Anti-bullying ambassadors help their peers to report abuse. We regularly remind students their concerns will be treated seriously and can safely express their views and give feedback.

If a child discloses abuse, in order to support a child and ensure accurate information, members of staff will:

- Take what the child says seriously (not jump to conclusions);
- Stay calm (not ask leading questions or put words in a child's mouth);
- Listen carefully to the words the child uses;
- Reassure the child they are right to tell;
- Tell the child what you are going to do and why;
- Speak to the Designated Safeguarding Lead or DSL deputies;
- Add the incident to CPOMS including a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome;
- Follow up the referral with the DSL to make sure action has been taken.

Members of staff speaking to a child making a disclosure will not:

- Agree to keep secrets or confidences (they will explain that they may need to pass information to other professionals to help keep the child or other children safe);
- Investigate or interrogate;
- Make promises about outcomes;
- Panic or attach blame;
- Take photographs of an injury;
- Do nothing assuming that someone else will take the necessary action.

Vulnerable groups: Special provision will be put in place to support dialogue with children who have communication difficulties, SEND, LGBTQ+ students, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking.

13. INDUCTION AND TRAINING

All staff will undertake an appropriate level of safeguarding and child protection training (including online safety) at induction.

All staff will do Level 1 training and NOS online safety training at least every two years. All staff will also do regular safeguarding and child protection training as part of the CPD programme every half-term.

We will train all staff and volunteers (where appropriate) to understand the Overarching Safeguarding Statement and this Child Protection Policy and procedures and ensure that all adults have up to date knowledge of safeguarding issues. In addition, all staff members will receive regular appropriate training and regular updates to identify signs of possible abuse, neglect and exploitation at the earliest opportunity, and to respond in a timely and appropriate way. Training is organised by the DSL in line with Cumbria SCP guidance.

All staff and regular volunteers working in 'Regulated Activity' and directly with children are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff, (or Annex A, where appropriate) DfE guidance 'What to do if you're worried a child is being abused'; the Cumbria SCP Summary of Allegations Management Procedures Flow Chart; the school's Child Protection Policy and procedures, the School Code of Conduct for staff and other adults and the procedures to follow should a child go missing from school, home or care.

Staff are encouraged to give feedback and identify their own training needs at training events.

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 Board.

The School Leadership Team will ensure the DSL and the DSL deputies attend the required safeguarding training when they first take up the role which will provide them with the knowledge and skills required to carry out the role effectively. The training will be updated every two years. In addition to formal training, as set out above, their knowledge and skills will be updated at least annually, to keep up with any developments relevant to their role.

Both the DSL and the DSL deputies have attended the required level of training as stated by the Cumbria SCP and this will be updated in line with recommended good practice.

The DSL 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 whistleblowing. This will also be a regular agenda item at staff meetings.

The DSL and Headteacher will provide an annual report to the Governing Board detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained and to what level. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.

14. SUPERVISION

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the DSL or DSL deputies. Pastoral leaders and DSL deputies have a timetabled fortnightly 50 minute supervision with the DSL Safeguarding supervision is the provision of professional support and learning which enables practitioners to develop knowledge and competence. It enables the practitioner to be able to take responsibility for their own practice and respond to the needs and risks presented by children and young people. Safeguarding supervision is separate from line management supervision. Supervision provides:

Personal support - providing reflective space for the supervisee to discuss the personal and emotional impact of their role and responsibilities.

Professional development - providing an opportunity for professional development in safeguarding and to ensure that practitioners fully understand their roles and responsibilities.

Performance management - for the DSL to ensure that the performance and practice of Pastoral Leaders is effective and is consistent with the Cumbria Safeguarding Children Partnership procedures and organisational procedures Supervision provides reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide a check on decision making and planning.

Supervision discussions are led by the DSL and are confidential. The standing agenda focuses on the caseload of students on pastoral support, Early Help, Child in Need, Child Protection plans and Children Looked After. Pastoral Leaders may then raise new cases or questions.

Participants agree to a Safeguarding Supervision Contract before supervision activities commence (See Appendix F). Before supervision has begun the supervisor and supervisee consider expectations of each other, particularly the boundaries between safeguarding supervision and management supervision, and establish the basis for a strong and supportive relationship going forward.
The contract outlines the expectations:
- the frequency and length of safeguarding supervision;
- the location supervision should take place in a private and uninterrupted space during the working day;
- the recording of supervision notes and actions on CPOMS.

Decisions, actions and discussions are recorded on CPOMS under the 'case discussion and supervision' tab. If the decision is made to escalate a case, the DSL will record the reasons for the increased concern and who will take the action. The member of the staff leading on the case is responsible for reporting the voice of the child.

15. RECORD KEEPING, RETENTION AND STORAGE

Staff record any welfare concerns about a child on CPOMS. Records must be completed as soon as possible after the incident/event. Staff must be aware that their records might have to be used as evidence in court and must therefore be mindful of the need to distinguish fact from opinion. Staff must not attempt to investigate a situation themselves.

Child protection records are stored on CPOMS and shared on a 'need to know' basis only. CPOMS prompts staff to include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

A record will be made of all incidents where students have expressed racist, homophobic, extremist or radical views which will be monitored at a senior level. A prompt sheet is available in the CPOMS 'library' to help staff write reports regarding sexual harassment.

The Headteacher will be kept informed of any significant issues by the DSL.

When forwarding files to a receiving school, CPOMS keeps an archive record.

All child protection records not transferred by CPOMS will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Headteacher. Confidential files that must be posted (e.g. for out of County moves) are marked private and confidential and sent via the 'Special Delivery' postage route where its whereabouts at any time can be tracked.

Historic paper files are labelled with the child's name and stored in a locked filing cabinet in chronological and alphabetical order. They will be kept until the child is 25 (seven years after they reach the school leaving age).

Records of concerns about adults are kept in their personnel file at least until they reach their normal retirement age or for 10 years – whichever is longer. We have an obligation to preserve records which contain information about concerns or allegations of sexual abuse. Such records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the concern or allegation report if that is longer.

Records are kept for the same amount of time regardless of whether the allegations were unfounded. Records of malicious allegations are destroyed immediately.

16. MANAGING CONCERNS AND ALLEGATIONS AGAINST ADULTS WORKING WITH CHILDREN

See guidance on the Cumbria SCP website – Allegations against staff and Part four of 'Keeping Children Safe in Education'.

If an allegation or concern about inappropriate treatment of children is made against any member of staff (which includes supply staff, volunteers, contractors or other external providers using the school premises for the purposes of running activities for children,) currently working, staff should report this to the Headteacher or Deputy Headteacher in the Headteacher's absence. The Headteacher should decide whether the concern meets the 'harms threshold' and the individual is alleged to have:

- **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 may pose a risk of harm to children; or**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

Allegations against a teacher (including supply teachers, other staff, volunteers and contractors) who is no longer teaching and historical allegations of abuse will be referred to the Police.

If an allegation is made against a Governor, it should be reported to the Headteacher or Deputy Headteacher in the Headteacher's absence who will inform the Chair of Governors.

If an allegation/concern is made against the Headteacher, it should be reported to the Chair of Governors.

In all instances the most senior person (Headteacher or Chair of Governors) will be allocated the role of 'Case Manager'. Confidentiality must be maintained at all times.

(See CSCP Summary of Allegations Management Procedures Flow provided to all staff on induction.)

Concerns that may meet the harm threshold (high-level concerns)

The Case Manager will immediately discuss the concern/allegation with the Local Authority appointed Designated Officer (DO)(**03003 033892**) within **1 working day** and agree a course of action. The Case Manager may involve the Police if there is an immediate risk to children or there is evidence of a criminal offence. Where there is no clear evidence, the Case Manager should discuss with the DO to decide if Police involvement is necessary. The Case Manager will report in writing to the DO using the notification form (Cumbria SCP website) **DO - 'Position of Trust' Referral Form** Phone: **0300 303 3892 (Cumberland Council)**

The DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described above. The Case Manager will follow the guidance in Part four of 'Keeping Children Safe in Education',

Concerns that do not meet the harm threshold (low-level concerns)

Where the Case Manager decides the case does not meet the 'harms threshold', the Case Manager will decide whether an investigation needs to take place, will be shared responsibly and with the right person, and recorded and dealt with appropriately.

The rationale for the action taken and the decisions which led to the action will be recorded.

The School will ensure we create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Referral to the Disclosure and Barring Service (DBS)

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

The school has a legal duty to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left) and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults;
- satisfied the harm test[1] in relation to children and/or vulnerable adults; or
- has received a caution or conviction for a relevant offence.

Referrals will be made as soon as possible when an individual is removed from regulated activity. How to refer to the DBS. The legal duty to refer applies equally in circumstances where an individual is redeployed to another area of work that is not regulated activity, they are suspended, dismissed or when they have resigned.

The advice of the DO will be sought if there is uncertainty whether a referral should be made or there are concerns about the staff member's suitability to work with children due to their conduct outside work. See Cumbria SCP website How to refer a child or Allegations against staff/DO.

17. WHISTLEBLOWING

Follow this link https://cockermouthschool.org/perch/resources/documents/whistleblowing-procedure-2021.pdf to view the school's Whistleblowing Procedure.

Members of staff have an 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.

18. MEDICINES

Staff taking medicines/other substances

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

Supporting students with medical conditions

See Policy and procedures on Supporting Students with Medical Conditions.

[1] The harm test is explained on the Disclosure and Barring service website on GOV.UK

19. ALTERNATIVE PROVISION

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

20. WORKING WITH OTHER AGENCIES

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

The 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/Team around the Family or Team around the Child meetings.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities offering support and assistance from external agencies where required.

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

21. PARTNERSHIP WITH PARENTS

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

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

While collaborative relationships between the school and parents are important, the wishes and feelings of the child and what is in their best interest remain central to decision-making. The school will, in most circumstances, endeavour to discuss all concerns about their children with parents. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Social Care and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents and will take account of the families' background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support. As well as being available to view on the school website, this Child Protection Policy and procedures is available on request.
Where appropriate, material provided to children, parents and families will be made accessible and translated into their first language if necessary.

The school and other practitioners will empower parents to participate in decision-making to help, support and protect children by:

- creating a culture of “no surprises”, for example, making parents and carers aware of who will attend meetings and discussions, if the child will be invited to participate and the format of the meeting or discussion;
- explaining that parents can bring a family member, a friend or supporter to meetings;
- giving parents adequate preparation at every stage, relevant information, a safe and appropriate environment for participation and suitable access arrangements;
- signposting parents to sources of help and support available locally or through the local authority;
- helping parents to understand what the issues are and how these impact on the child, what decisions could be made, what changes need to be made, why and how, timescales and possible outcomes.

22. PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. School staff will aim to be as transparent as possible by telling families what information we are sharing and with whom, provided that it is safe to do so. If in any doubt, the DSL can seek advice from Cumbria Safeguarding Hub (0333 240 1727), DfE document Data protection: a toolkit for schools (Annex 10.1), the DfE document ‘Information Sharing – Guidance for Safeguarding Practitioners’ and the ‘Flowchart of When and How to Share Information’. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children. Rapid reviews and child safeguarding practice reviews have highlighted that missed opportunities to record, understand the significance of, and share information in a timely manner can have severe consequences for children. Sharing information about any adults with whom that child has contact, which may impact the child’s safety or welfare, is also critical.
We will be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost.

Neither the Data Protection Act 2018 nor UK GDPR prevent, or limit, the sharing, or withholding, of information for the purposes of keeping children safe. Information which is sensitive and personal will be treated as ‘special category personal data’. Legal and secure information sharing between schools, Children’s Social Care and other agencies is essential. Information can be shared without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. When parents do not give permission to share information staff must consider if a child is at risk of harm, before a decision to not share information is made; when there is disparity between parent's views and those of their children, professionals must maintain focus on the child. Fears about sharing information **must not** be allowed to stand in the way of protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards will be in place.

Under the Data Protection Act 2018 and the UK GDPR, schools are permitted to withhold students’ personal data where, for example, a child is in a refuge or other form of emergency accommodation and to provide the information would place a child at risk.

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

All staff are made aware that they cannot keep ‘secrets’ and absolute confidentiality with children, and that if a child discloses abuse or gives information that suggests they may be at risk, this MUST be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. If the child does not give their consent to share information, staff may still lawfully share it and advice sought from the DSL in all cases. Ultimately, the DSL (or a deputy) will have to balance the victim’s wishes against their duty to protect the victim and/or other children. Consideration will be given to the ‘Gillick competency and Fraser guidelines’ in situations where there may be a need for staff to balance listening to the child’s wishes and the responsibility to keep them safe. Where this situation arises, the member of staff **must** speak to the DSL for further advice.

24. SAFE WORKING PRACTICE

Staff and other adults are required to work within the Child Protection policy, Code of conduct for staff and other adults, Online Safety policy and ICT Staff Acceptable Use Agreement. The latter includes amongst other things, staff/student relationships and communications, including the use of social media.

It is not realistic to suggest that staff should never touch students and they, and other staff in schools, have the right to use reasonable force to control or restrain students in certain circumstances. 'Reasonable' in these circumstances means 'using no more force than is needed'. Physical intervention will only be used when the child is endangering themselves 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 that agreed policy and procedure in which appropriate training will be provided. Full advice and guidance can be found in the DfE document Use of Reasonable Force. Information about how to support children with SEND and mental health difficulties who are at risk of restrictive intervention can be found in 'Reducing the need for restraint and restrictive intervention'.

25. ONLINE SAFETY

Online safety is categorised into four areas of risk: content, contact, conduct and commerce (see KCSIE para 124-134).

Online safety is a constant and interrelated theme reflected in relevant policies (see Appendix A for full list and including the Code of Conduct for staff and other adults and the school's Online Safety Acceptable Use Agreement.) and considered in curriculum planning, teacher training, the role and responsibilities of the designated safeguarding lead and parental engagement.

The School has a separate online safety policy which considers the 4Cs (above) and a clear policy whereby mobile phones are not visible on the school site at any time because many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). In this way we aim to restrict access to ensure children, whilst at school, do not sexually harass or otherwise abuse their peers or other children via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

The School ensures a comprehensive online safety curriculum to enable all students to learn about and manage the associated risks effectively and will support everyone in the school community to become aware and alert to the needs of keeping children safe online. Reference will be made to the DfE advice Teaching online safety in schools. Detailed information can be found in the school's Online Safety Policy and procedures.

25.1 Managing online filtering and monitoring and cyber crime

We recognise that we are in a position to provide a safe environment for children and others to learn and work, including when online. The Governors have an overall strategic responsibility for filtering and monitoring and a role in ensuring that the DfE filtering and monitoring standards are being met. Others in the school, particularly SLT are responsible for procuring filtering and monitoring systems, documenting decisions on what is blocked or allowed and why; reviewing the effectiveness of the provision and overseeing reports. SLT are also responsible for ensuring that **all** staff understand their role; are appropriately trained; follow policies, processes and procedures and act on reports and concerns in a timely manner.

In order to achieve the above, we will work closely with our IT providers to meet the needs of the school. Further guidance and information on how the school is meeting the DfE Filtering and monitoring standards can be found in the school Online Safety Policy and Procedures, a copy of which is available on request from the school website.

Children and young people can be exploited and suffer bullying through their use of technology e.g. the internet, mobile phones and social networking sites. To minimise the risks to our children we will ensure that, as outlined above, we have appropriate and reasonable security filters and monitoring systems in

place. These filters and systems will, in part, be informed by our 'Prevent' risk assessment Prevent duty: risk assessment templates - GOV.UK (www.gov.uk) and a further assessment of risks, which will consider the number of and age range of the pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

25.2 Cyber crime

The school has a cyber security and resilience strategy in place along with a cyber-response plan in order to ensure that procedures and processes are in place to, at the outset, reduce the risk of a cyber-attack on the school's IT system and to manage any adverse breaches of the schools IT system. A copy of this strategy and plan are available from the school on request.

26. COMPLAINTS

The school has a Complaints Procedure available to parents who wish to report concerns. This is published on the school website.

All reported complaints/concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes a concern/allegation against a member of staff or volunteer will be dealt with under the specific Procedures for managing allegations against staff, supply staff, volunteers and contractors and external providers using the school premises for the purposes of running activities for children. See Section 9.

27. SAFER RECRUITMENT, SELECTION, PRE-EMPLOYMENT VETTING AND ONGOING VIGILANCE

The School has a culture of safe recruitment and recruitment procedures that help deter, reject or identify people who might abuse or be a risk to the safety or welfare of children. The Governing Board will act reasonably in making decisions about the suitability of prospective employees, supply staff, volunteers and contractors and external providers using the school premises for the purposes of running activities for children, 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. As part of the shortlisting process the School will consider carrying out an online search as part of their due diligence on the shortlisted candidates to help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

The Governing Board and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within 'Keeping Children Safe in Education' and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy and procedures, 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.

We will ensure that we have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour so that staff feel comfortable to discuss matters both within and outside of the workplace which may have implications for the safeguarding of children.

The Governing Board will ensure that at least one person on any appointment panel has undertaken safer recruitment training and that the training is updated as necessary.

The School maintains a Single Central Record (SCR) of pre-appointment checks for all staff, including teacher trainees on salaried routes, agency and third-party supply staff as required in part 3 of KCSIE 2024. We have a procedure for quality assurance and regular monitoring.

28. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

The Headteacher and Governing Board will seek assurance from all organisations using the school premises for services or activities that they:

- have appropriate Policies and procedures in place with regard to safeguarding children and child protection;

- ensure relevant safeguarding checks have been made in respect of staff and volunteers;
- will not use the premises to deliver messages of, or support for, extremism or radicalisation.
- Safeguarding requirements are included in any lease or hire agreement as a condition of use and occupation of the premises.

School staff will report to the DSL or headteacher any concerns about any individual or organisation using the school premises for the purposes of running activities for children e.g. community groups, sports associations or providers that run extra-curricular activities. Where senior staff receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, we will follow the allegations procedures including, where necessary, informing the LADO. The DfE non-statutory guidance After-school clubs, community activities and tuition: safeguarding guidance for providers details the safeguarding arrangements that we expect these providers to have in place.

29. SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

We will ensure that our premises are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We implement health and safety policies and procedures, which include identifying, reporting and dealing with accidents, hazards and faulty equipment.

All reasonable steps are taken to ensure staff, children and others affected by what we do are not exposed to risks and are able to demonstrate how we are managing risks. Risk Assessments inform staff practice.

We will take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors. Visitors are expected to sign in and out via the office visitor's log and to display a visitor 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. See DfES (now DfE) document 'A Legal Toolkit for Schools' and DfE non-statutory guidance 'Controlling access to school premises'.

30. SUMMARY, MONITORING AND REVIEW

All staff follow the procedures set out by Cumbria Safeguarding Children Partnership (SCP) – 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 students. These procedures and guidance have been revised to take account of the statutory guidance 'Working Together to Safeguard Children'.

Safeguarding including child protection is a regular agenda item at Governing Board meetings; Sub-Committee meetings and staff meetings so the Designated Safeguarding Lead has the opportunity to update on staff/Governor training and any other relevant issues or changes.

APPENDIX A

REFERENCED STATUTORY & NON-STATUTORY GUIDANCE & SCHOOL POLICIES

The following statutory and non-statutory guidance was referenced in formulating this Child Protection Policy and procedures:

- Charity Commission guidance: Safeguarding and protecting people for charities and Governors
- Cumbria Safeguarding Children Partnership (CSCP)
- Cumbria Multi-agency Threshold Guidance
- Cumbria SCP Core Procedures – Allegations against Staff or Volunteers
- Cumbria SCP Practice Guidance - Fabricated or Induced Illness/Perplexing Presentations
- Cumbria SCP Practice Guidance – Children who go missing from care or home
- Cumbria SCP Practice Guidance – Children who go missing throughout the school day
- Cumbria SCP Practice Guidance – Child with a Disability or Complex Health Needs
- Cumbria SCP Practice Guidance – Child Exploitation (including child sexual exploitation and child criminal exploitation
- Cumbria SCP Practice Guidance – Children from abroad, including victims of modern slavery, trafficking and exploitation
- Cumbria SCP Practice Guidance – Domestic abuse
- DfE Working Together to Safeguard Children
- DfE Keeping Children Safe in Education
- DfE What to do if you're worried a child is being abused – Advice for Practitioners
- DfE Maintained schools governance guide
- DfE Academy trust governance guide
- DfE Statutory Framework for group and school-based providers
- DfE Behaviour and discipline in schools: guide for governing bodies
- DfE Behaviour in schools: advice for Head teachers and school staff
- DfE Child sexual exploitation: definition and guide for practitioners
- DfE Use of reasonable force – Advice for Head teachers, staff and governing bodies
- DfE Preventing and tackling bullying - Advice for Head teachers, staff and governing bodies
- DfE The Prevent Duty: an introduction for those in education with safeguarding responsibilities
- DfE Understanding and identifying radicalisation risk in your education setting
- DfE Managing the risk of radicalisation in your education setting
- DfE Mandatory reporting of female genital mutilation: procedural information
- DfE Promoting fundamental British values as part of SMSC in schools – Advice for maintained schools
- DfE Counselling in schools: a blueprint for the future
- DfE Relationships and sex education (RSE) and health education
- DfE Teachers' Standards 2011
- DfE Teaching online safety in schools
- DfE Safeguarding and remote education
- DfE Safeguarding children who may have been trafficked: practice guidance
- DfE Mental health and behaviour in schools
- DfE The designated teacher for looked-after and previously looked-after children
- DfE Statutory guidance on children who run away or go missing from home or care
- DfE Supporting pupils with medical conditions at school
- DfE Controlling access to school premises
- DfE Disqualification under the Childcare Act 2006 - Statutory guidance for schools
- DfE Information sharing: Advice for practitioners providing safeguarding services for children, young people, parents and carers
- DfE Promoting the education of children with a social worker and children in kinship care arrangements
- Farrer and Co.: Addressing child-on-child abuse: a resource for schools and colleges
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings / Code of Conduct for Staff
- Home Office Controlling or coercive behaviour: statutory guidance framework
- Home Office Domestic Abuse Act: statutory guidance
- Home Office Advice to schools and colleges on gangs and youth violence
- Home Office Criminal exploitation of children and vulnerable adults: county lines
- Home Office Prevent duty guidance: for England and Wales
- HM Government Multi-agency statutory guidance on female genital mutilation

- Lucy Faithfull Foundation HSB Toolkit
- National Institute for Health and Care Excellence (NICE) guidelines (NG76) – Child abuse and neglect
- National Institute for Health and Care Excellence (NICE) guidelines (NG205) – Looked-after children and young people
- National Police Chiefs Council (NPCC) When to call the police – Guidance for schools and colleges
- Promoting the health and wellbeing of looked-after children – Statutory guidance for LAs, clinical commissioning groups and NHS England
- National Institute for Health and Care Excellence (NICE) guidelines (NG225) - Self-harm: assessment, management and preventing recurrence
- NSPCC Safeguarding children with SEND
- NSPCC Safeguarding d/deaf and disabled children and young people
- Ofsted's Inspecting safeguarding in schools
- UKHSA/DfE Promoting children and young people's emotional health and wellbeing: A whole school and college approach
- UK Council for Internet Safety (UKCIS) Online safety in schools and colleges: Questions from the governing board
- UK Council for Internet Safety (UKCIS) - Sharing nudes and semi-nudes - Advice for education settings working with children and young people (including responding to an incident)

RELATED POLICIES

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Whole School Behaviour Policy and procedures for preventing and dealing with bullying (including cyber-bullying, prejudice-based and discriminatory bullying and the potential for radicalisation) and racism, drug misuse, positive handling, support and physical intervention etc.
- Code of Conduct for Staff and Other Adults
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

APPENDIX B

Keeping Children Safe in Education 2024 – essential reading

- All staff should read & understand their responsibilities as described in part 1
- All staff with direct contact with children should read Annex B and should also have read 'Sexual Violence & Sexual Harm between children in schools & colleges' (DfE May 2018).
- Headteachers and DSLs should read the whole thing (DSLs should ensure Annex C is included in their job description)
- Headteachers / SLT / Designated staff and Behaviour Leads should read part 5
- Academy Trust Board and governors should read part 2 as a minimum, but be aware they're responsible for compliance in parts 3,4,5
- Designated Governor should read the whole of the guidance
- Anyone involved in recruitment and / or SCR (including recruiters / managers of volunteers should read part 3 + Annex F
- Anyone involved in MFL / other school exchanges should read part 3 paras 341-342 and Annex E
- Staff with responsibility for HR should read it all but concentrate on parts 3 & 4 + Annex F
- Anyone in classroom based roles, ICT, network staff should read Annex D

APPENDIX C

Summary of Allegations Management Procedures

Cumbria Safeguarding Children Partnership CSCP

Summary of Allegations Management Procedures

Concern about a member of staff or a volunteer working with children

If a professional receives an allegation or has a concern about the behaviour of a member of staff working or volunteering with children and that concern could amount to:

a) a member of staff or volunteer has behaved in a way that has harmed a child, or may have harmed a child;
b) possibly committed a criminal offence against or related to a child; or
c) behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
d) has behaved or may have behaved in a way that indicates they may not be suitable to work with children

Then that professional should:

↓

Report their concerns

Report to concern to the most senior person not implicated in the allegation.

↓

Completion of written record

Complete a written record of the nature of circumstances surrounding the concern, including any previous concerns. Include where the concern came from and brief details only.

↓

Seek advice before proceeding – initial discussion

Always contact the Local Authority Designated Officer (LADO) for advice prior to investigating the allegation. This is because it might meet the criminal threshold and so your investigation could interfere with a Police or Social Care investigation.

Local Authority Designated Officer (LADO) – Tel: 03003 033892 or email: lado@cumbria.gov.uk

The LADO will offer advice on any immediate action required and will assist with employment and safeguarding issues.

↓

Allegations Management Process

If, after your initial discussion with the LADO, it is agreed that the allegation meets the threshold, a Position of Trust referral should be submitted and will be recorded within the secure and confidential LADO system (LCS). A multi agency meeting may be convened, and a representative from the employing agency will be invited.

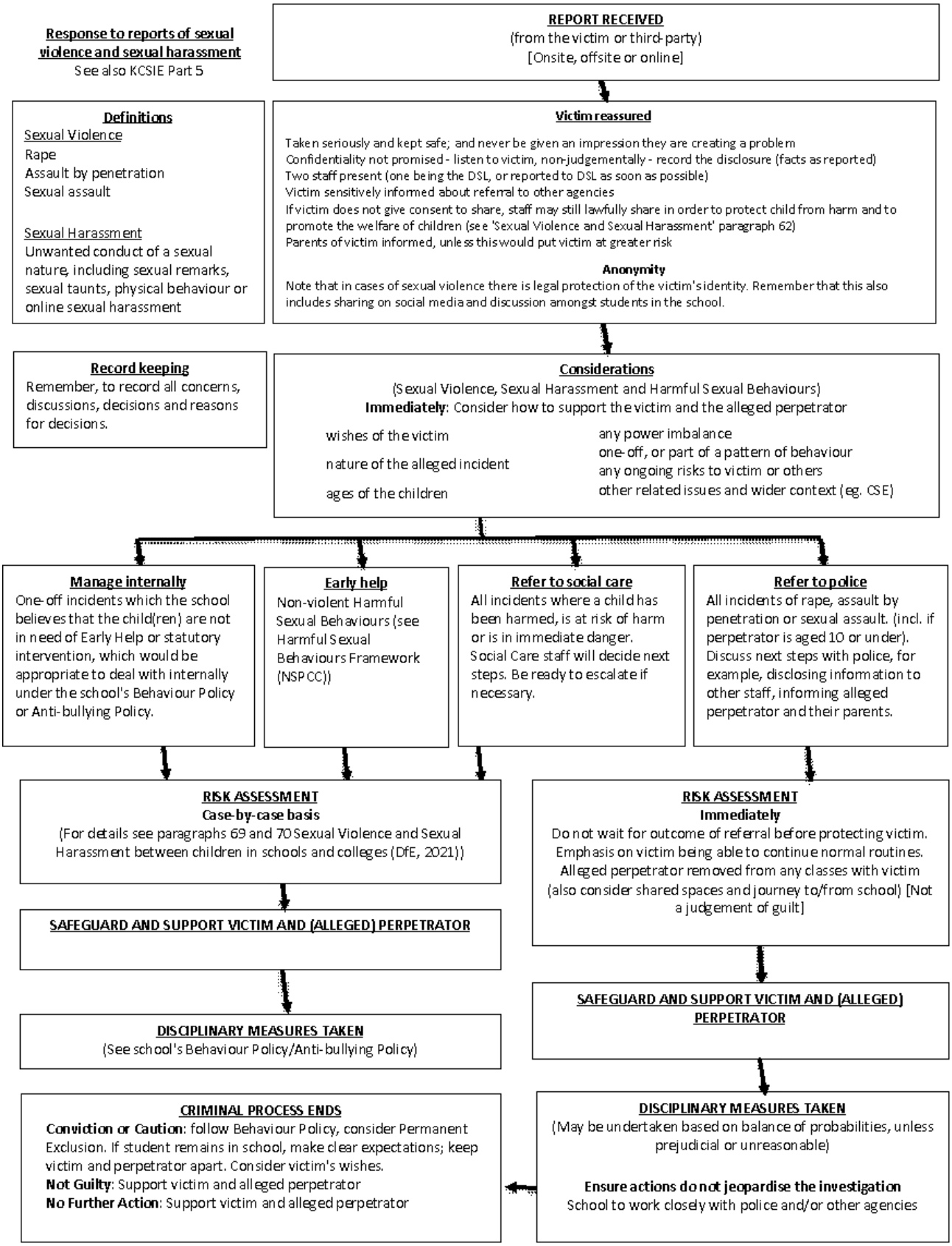
↓

Further action

Further meetings may be required and these will be convened by the LADO, with your input at all times. Further information on the Allegations Management Process can be found in the Government document: Working Together to Safeguard Children 2018
Keeping Children Safe in Education 2020

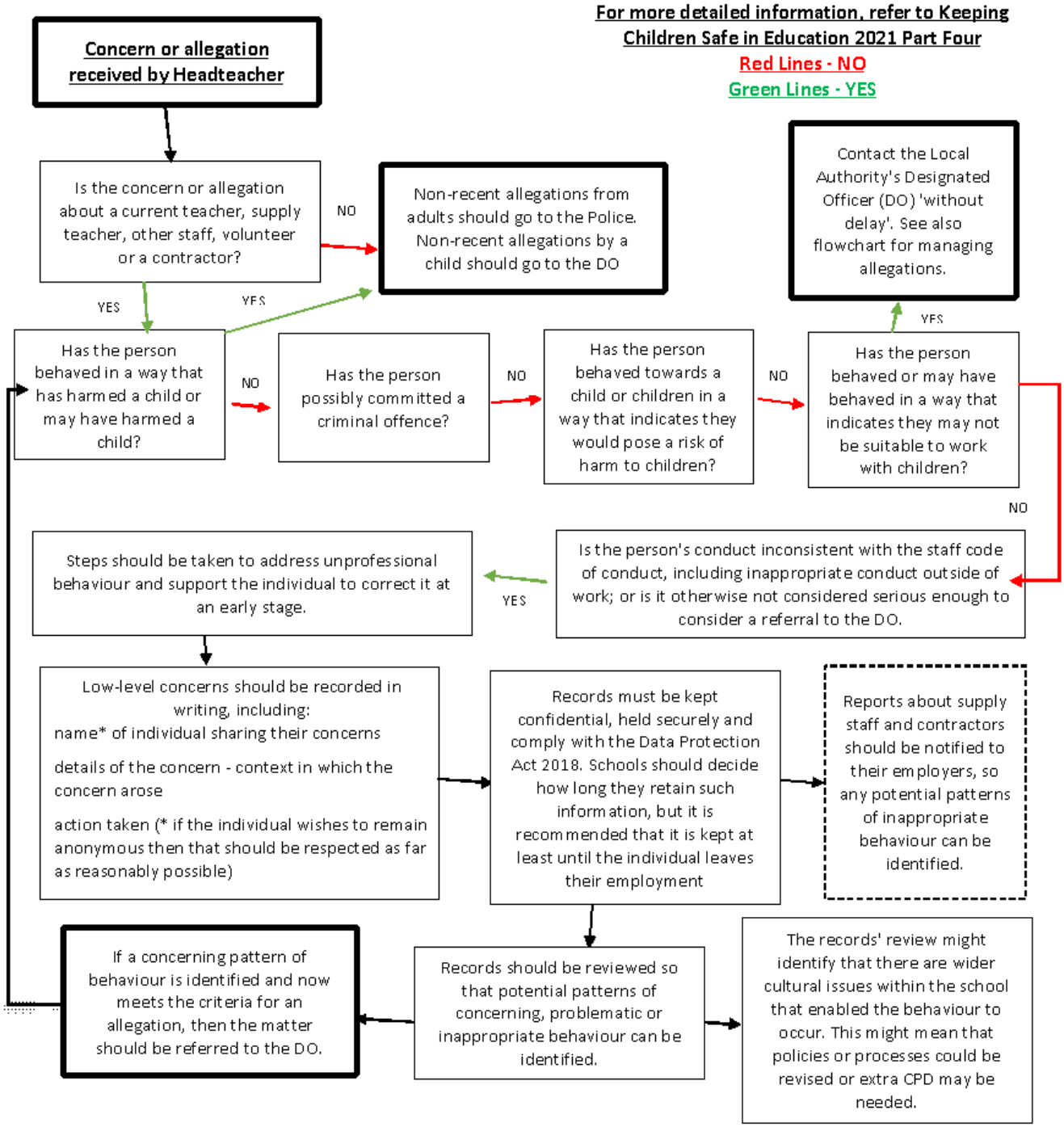
cumbrialscb.proceduresonline.com/files/alleg_manage_fc.pdf

APPENDIX D


Response to reports of sexual violence and sexual harassment
See also KCSIE Part 5
REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]
Definitions
Sexual Violence
Rape
Assault by penetration
Sexual assault
Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment
Victim reassured
Taken seriously and kept safe; and never be given an impression they are creating a problem
Confidentiality not promised - listen to victim, non-judgementally - record the disclosure (facts as reported)
Two staff present (one being the DSL, or reported to DSL as soon as possible)
Victim sensitively informed about referral to other agencies
If victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
Parents of victim informed, unless this would put victim at greater risk
Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst students in the school.
Record keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.
Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator
wishes of the victim
nature of the alleged incident
ages of the children
any power imbalance
one-off, or part of a pattern of behaviour
any ongoing risks to victim or others
other related issues and wider context (eg. CSE)
Manage internally
One-off incidents which the school believes that the child(ren) are not in need of Early Help or statutory intervention, which would be appropriate to deal with internally under the school's Behaviour Policy or Anti-bullying Policy.
Early help
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))
Refer to social care
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.
Social Care staff will decide next steps. Be ready to escalate if necessary.
Refer to police
All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is aged 10 or under).
Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.
RISK ASSESSMENT
Case-by-case basis
(For details see paragraphs 69 and 70 Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021))
SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
DISCIPLINARY MEASURES TAKEN
(See school's Behaviour Policy/Anti-bullying Policy)
CRIMINAL PROCESS ENDS
Conviction or Caution: follow Behaviour Policy, consider Permanent Exclusion. If student remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
Not Guilty: Support victim and alleged perpetrator
No Further Action: Support victim and alleged perpetrator
RISK ASSESSMENT
Immediately
Do not wait for outcome of referral before protecting victim.
Emphasis on victim being able to continue normal routines.
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]
SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
DISCIPLINARY MEASURES TAKEN
(May be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

APPENDIX E

MANAGING LOW-LEVEL CONCERNS RAISED IN RELATION TO TEACHERS, INCLUDING SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORS



What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at KCSIE (2021) paragraph 338. A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the DO.

APPENDIX F

Supervision Contract
Safeguarding Supervision Contract

Supervisee: [Enter Name and Role]

Supervisor: [Enter Name and Role]

Fortnightly meetings on [Enter meeting time]

Supervision Agreement:

- Safeguarding supervision will be undertaken every two weeks or sooner if requested and will be for a minimum of 50 minutes.
- Every effort will be made for supervision to take place in an uninterrupted environment in SMG's Office.
- Each party in the agreement has the responsibility to notify the other in the event of cancellation or postponement.
- If at any time the Supervisor or the Supervisee is unhappy about an issue which cannot be resolved, the Head Teacher will be consulted with the agreement of both parties.
- Supervisors will respect the confidentiality of the Supervisee in all areas except Child Protection concerns about which need to be referred on or whether information is identified that could bring the organisation into disrepute which may need to be reported via line management.
- Notes and agreed actions will be recorded on CPOMS during the meeting.

Signed, shared and kept securely electronically.

Supervisee: [Insert signature] Date: / /

Supervisor: [Insert signature] Date: / /

Appendix G - **The Seven golden rules for sharing information (including personal information) – Extract from DfE advice to practitioners on Information Sharing**

The Seven golden rules for sharing information (including personal information):

1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework1 to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.

2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child2and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).

3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm4, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

4. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.

5. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services. Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Headteacher:
Mr R J King BSc

Chair of Governors:
Mr A Rankin

Cockermouth School · Castlegate Drive
Cockermouth · Cumbria · CA13 9HF

Tel: 01900 898888

www.cockermouthschool.org
reception@cockermouthschool.org