

## **ST. MICHAEL'S C.E. PRIMARY SCHOOL**

# **CHILD PROTECTION POLICY STATEMENT**

St Michael's believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them. All governors and staff have a shared responsibility to safeguard children. The Governing body/Proprietor/ Management Committee and the School Leadership Team, especially the Designated Safeguarding Lead and deputies, will make themselves aware of and follow the new local partnership arrangements. Locally, the three safeguarding partners (Cumbria County Council; Cumbria Constabulary; North Cumbria Clinical Commissioning Group/Morecambe Bay Clinical Commissioning Group) will make arrangements to work together with appropriate relevant agencies (including schools) to safeguard and promote the welfare of children, including identifying and responding to their needs.

### **We recognise that:**

- the welfare of the child/young person (anyone under the age of 18) is paramount
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

### **The purpose of the policy:**

- to provide protection for the children and young people who receive St Michael's services, including the children of adult members or users.
- to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all pupils, staff, governors, volunteers, visiting and agency staff, or anyone working on behalf of St Michael's C of E Primary School.

### **We will seek to safeguard children and young people by:**

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

Our procedures for protecting children are set out in our Child Protect Policy. Copies can be obtained via the school office or accessed on the school website.

**ST. MICHAEL'S C OF E PRIMARY SCHOOL**  
**CHILD PROTECTION**  
**POLICY AND PROCEDURES**

CONTACT DETAILS FOR REFERRAL OR ADVICE

**Local authority**

Customer Advisor  
Cumbria Safeguarding Hub  
PO Box 233  
Penrith  
CA11 1BZ

**Tel: 0333 2401727**  
**Fax: 01228 22157**  
**Email: [countytriage.fax@cumbria.gov.uk](mailto:countytriage.fax@cumbria.gov.uk)**

The Cumbria Early Help Team can be contacted on:  
Telephone no: 03003033896; or  
Email: [early.help@cumbria.gov.uk](mailto:early.help@cumbria.gov.uk)

**The DO** (Designated Officer for dealing with allegations against staff):  
Local Authority Designated Officer (LADO) Telephone Line - Tel: 03003 033892 Fax: 01768 812090  
Email: [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)  
<http://www.cumbriasafeguardingchildren.co.uk/LSCB/professionals/lado.asp>

DO working hours are Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm.  
Outside these hours the Cumbria Safeguarding Hub should be contacted – see above.

**School**

The Designated Safeguarding Lead (DSL) is **Mrs Julie Paisley**.

The deputy is **Mrs Lorna Smith**

Our Child Protection Governor is: **Mrs Viv Drouett**

# CHILD PROTECTION POLICY

## Introduction

- 1) The aim of this policy is to safeguard and promote our pupils' welfare, by fostering an honest, open, caring and supportive climate. Our pupils' welfare is of paramount importance.
- 2) The school has compiled this document with due regard to the statutory guidance, *Working Together To Safeguard Children* (DfE 20) and *Keeping Children Safe in Education* (DfE 2020)
- 3) We will ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the setting's 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](#)' – September 2019, DfE guidance '[What to do if you're worried a child is being abused](#)', March 2015 and the Cumbria SCP 'Summary of Allegations Management Procedures Flow Chart' (Appendix D). We will ensure that staff have regular and relevant updates and training on safeguarding matters.
- 4) This policy should be read in conjunction with other related school policies and procedures and any current COVID 19 related addendums.

## School Commitment

- 5) We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all children, and especially those at risk of, or suffering from, abuse.
- 6) Our school will therefore:
  - a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We will be alert to our children's needs and learn to recognise when they might be distressed or concerned. All our children have the right to protection, regardless of age, disability, gender reassignment, race, religious belief, ethnicity or sexual orientation and identity.
  - b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. We will ensure that every child in our school has at least one member of staff who they might feel able to share concerns with;
  - c) Ensure that all staff are particularly alert to the increased potential for support needs for children who:
    - Are disabled or have additional needs
    - Have SEN
    - Are young carers
    - Show signs of being drawn into anti-social behaviour
    - Are missing from education
    - Are at risk of slavery, trafficking or exploitation
    - Have challenging family circumstances
    - Are misusing drugs or alcohol
    - Have left the care system
    - Are privately fostered
  - d) Include in the curriculum activities and opportunities through PSHE/Citizenship, which equip children with the skills they need to stay safe and develop realistic attitudes to the responsibilities of adult life;
  - e) Follow school policy and seek advice from DSL. After this options include:

- internal support from school
- Early Help Assessment
- Referral for Statutory Services

- f) Follow Cumbria's published local protocol for assessment to ensure the provision of early help as set out in statutory guidance.
- g) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies. We will follow best practise guidance of having more than one contact number for each child.

### **Working together with other agencies**

- 7) The school will work closely with the LA in ensuring that concerns are recorded and reported, referring formally where appropriate so that support can be provided in a proportionate timely way to the child/young person and the family. Any staff member concerned about a child's welfare should follow the referral process set out in KCSIE 2020 and expect to support Social Care and other agencies following the referral. The school will also have due regard for Cumbria SCP Summary of Allegations Management Procedures Flowchart – Appendix 2
- 8) The school recognises that the responsibilities of the LA in protecting children and young people include:
  - a) supporting and advising schools on safeguarding and child protection issues;
  - b) evaluating referrals of concern for children, using the multi-agency 'wedge' threshold guidance on the LSCB website and,
  - c) in partnership with other agencies, providing or ensuring the provision of services to children and their families at the following levels:
    - i) early help or early intervention
    - ii) targeted intervention for children in need where there are more complex needs and where statutory Children Services assessment and help is provided under section 17 of the Children Act 1989
    - iii) Child protection intervention following section 47 statutory Children Services assessment of risks of significant harm.
- 9) Our school has signed up to Operation Encompass and will be informed by the Police if there has been a call out linked to domestic abuse/violence involving any of our pupils.

### **Roles and Responsibilities**

- 10) All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current year are listed on the cover of this document. All adults includes supply staff.
- 11) All staff are advised to speak to the DSL or Deputy DSL should they have a concern about the mental health of a child, following this policy and procedures.
- 12) All staff should be aware that safeguarding incidents and /or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. Staff should consider whether children are at risk of abuse or exploitation in situations outside their families.
- 13) The Designated Safeguarding Lead (DSL) will coordinate child protection activity, ensuring procedures are followed, that information is shared or kept confidential as appropriate, and that the child remains the central focus. In their absence the deputy will undertake this role.

- 14) In the event of both the DSL and the Deputy DSL being unavailable action should not be delayed. Advice can be sought from a member of the Senior Leadership Team (SLT) and the Safeguarding Hub (contact information on the front of this document). All information should then be passed to the DSL at the earliest possible opportunity.
- 15) The DSL also takes responsibility for reporting children missing from education to the local authority's Children's Services.
- 16) The DSL will liaise with the three safeguarding partners that make up Cumbria SCP. They will refer to the police individual incidents or issues where deemed necessary. The NSPCC guidance "When to call the Police" will help DSLs understand when they should consider calling the Police and what to expect when they do;
- 17) The Governing Body ensures that
  - a) they facilitate a whole school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy.
  - b) procedures are in place that are in accordance with local authority and locally agreed inter-agency guidance;
  - c) their implementation is monitored for their effectiveness and that they are reviewed at least annually.
  - d) The procedures include the management of allegations against people who work with children, safe recruitment practice and reporting children missing from education.

### **Training and Support**

- 18) Our school will ensure that all staff will have access to training, which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. Refresher training will be available every year for all staff, and full safeguarding training will be updated bi-annually for the DSL.
  - a) All staff in our school will be trained to recognise and respond to situations where a child may be considered to be at risk.
  - b) At any time a member of staff may consult with the DSL or the Head Teacher on any child protection issue.
  - c) We will ensure our staff are kept informed about child protection procedures via our briefings within staff meetings and training sessions.
  - d) We will inform parents of the school's duties and responsibilities for child protection by incorporating a statement into our school prospectus and having a copy of our Child Protection Policy on our website.
- 19) We have access to the Cumbria LSCB Safeguarding Procedures electronically and we retain copies of *What to Do if You're Worried a Child is Being Abused* and have *Keeping Children Safe In Education*, 2020, available on our staff drive. Hard copies are also available from the school office.
- 20) Staff are aware that abuse may take on various forms, including physical abuse, emotional abuse, sexual abuse and neglect. They are also aware that Child Sexual Exploitation (CSE) is a form of abuse and that this may take place without direct contact with the child eg. Online. They are aware of signs to be aware of and what to do if they have a concern.
- 21) All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or

gangs. Further advice on this issue is provided in the Home Office document '[Preventing youth violence and gang involvement](#)'.

22) Our staff are aware of the guidance around Female Genital Mutilation (FGM) and of their statutory duty to report cases of this to the police. Awareness of other forms of Honour Based Violence (HBV) is also promoted amongst staff. This includes Forced Marriage.

23) We have a supporting e-Safety Policy, also available in our school office.

### **Prevent**

24) All staff at St Michael's have a duty to protect children from the risk of radicalisation. They are aware of how specific factors can contribute to a child being vulnerable to radicalisation and how the internet and social media can play a part in this. If a staff member feels that a child may be vulnerable to being drawn into terrorism a referral to the Channel program should be made. This should be done with the support of the DSL, however any member of staff may make the referral and the DSL should be informed of this as soon as possible. Staff in school are fully committed to working in partnership with other agencies to protect children in this way.

25) Our DSL has attended PREVENT training and all staff with direct contact with children have received in house training and where appropriate undertaken the e-learning Channel awareness program.

26) Our DSL will be aware of the local procedures for making a Prevent referral;

27) Further information regarding PREVENT can be found on the Cumbria LSCB website and in the government publication "Revised Prevent Duty Guidance – March 2016".

### **Consent, confidentiality and information sharing**

28) Our policy on maintaining confidentiality and sharing information is as follows:

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

- h) Further support for staff around Information sharing can be found in the DFE publication, “Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers – July 2018”.

## **Records and Monitoring**

- 1) Well-kept records are essential to good child protection practice. Concerns about welfare or behaviour must be recorded.
- 2) Notes, minutes, referrals, and records are kept separate to the child’s main school file in a locked filing cabinet and logs of incidents and concerns are kept in the confidential section of Scholar Pack, which can be accessed by the DSL and the Head Teacher.
- 3) If a child transfers or leaves, the notes should be passed from our DSL direct to the receiving school’s DSL. A signed receipt will be obtained. These records will not be copied (originals will be forwarded).

## **Attendance at Child Protection Conferences**

- 4) A Child Protection Conference is a multi-agency meeting called to consider the child’s need for a Child Protection Plan.
- 5) The Chair of the Conference extends an invitation to the school. The DSL, after consultation with relevant staff, will normally attend.
- 6) We will include training and support to staff who attend conferences and prepare reports in our regular training events.

## **Supporting Pupils at Risk**

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 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.

Any child may benefit from early help, but we are particularly alert to the potential need for early help for a child who:

- \* is disabled and has specific additional needs or has special educational needs (see 2.3 below);
- \* is living in a known domestic abuse situation;
- \* is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- \* is affected by known parental substance misuse or adult mental health problems;
- \* is at risk of fabricated or induced illness;
- \* is a young carer;
- \* is an asylum seeker;
- \* has returned home to their family from care;
- \* is frequently missing/goes missing from care or home;
- \* is misusing drugs or alcohol;
- \* is at risk of modern slavery, trafficking or exploitation;
- \* is vulnerable to being bullied, or engaging in bullying;

- \* is showing early signs of abuse and/or neglect;
- \* is at risk of being radicalised or exploited;
- \* is a privately fostered child;
- \* is living a transient lifestyle;
- \* is living in a chaotic, neglectful and unsupportive home situation;
- \* is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- \* does not have English as a first language.

## 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 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. There are clear powers to share this information on both LAs and schools.

Where children need a social worker, this should inform decisions about safeguarding and about promoting welfare.

### Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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. Governing bodies should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We have an identified Mental Health Lead in school who will work closely with the DSL and other senior leaders. More information can be found in the DfE guidance '[Mental health and behaviour in schools](#)'.

## Pupils with SEN/Disabilities

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

## 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, but especially the DSL (and deputies) should be



considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Additional information on contextual safeguarding is available from the [Contextual Safeguarding Network](#).

#### Private fostering

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

- 7) Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school.
- 8) We are aware that abuse may take various forms; physical abuse, sexual abuse, emotional abuse and neglect.

#### Recognising Different Types of abuse and neglect and significant harm

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

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

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

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

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

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

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

**Sexual Abuse** - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve

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

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

**Specific Safeguarding Issues** - Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools on its website <https://learning.nspcc.org.uk/>.

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

The [Cumbria SCP Procedures Manual](#) provides specific guidance on a range of safeguarding issues which settings may have to address.

The DfE statutory guidance '[Keeping Children Safe in Education](#)' provides additional information at Annex A on the following:

**Child Sexual Exploitation – CSE** - all suspected cases of CSE will be referred to the Cumbria Safeguarding Hub.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Like all forms of child sex abuse, child sexual exploitation:

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources; and
- may be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

Further information is available in the DfE guidance '[Child sexual exploitation: guide for practitioners](#)'.

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

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to a school's attention the school will follow the guidance as set out in the UKCIS publication outlined above.

**Serious Violence** - All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Further advice on this issue is provided in the Home Office document '[Preventing youth violence and gang involvement](#)'.

**Child Criminal Exploitation - CCE** – Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs. Children are often recruited to move drugs and money between locations and can easily become trapped by this type of exploitation as gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Where the potential victim is under 18, a [National Referral Mechanism](#) (NRM) referral should be considered. This is usually undertaken by the Police or Local Authority. Child victims do not have to consent to be referred into the NRM and a safeguarding referral should also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

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

Further advice on this issue may be found in the Home Office document '[Criminal exploitation of children and vulnerable adults: county lines](#)'.

**Mental Health** - All staff will be made aware that 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. In such cases, only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where staff have a mental health concern, they have been advised to speak to the DSL or deputy immediately.

**Domestic Abuse** - Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- economic (access to basic resources like food and clothing)
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. When identifying children who are or may be affected by domestic abuse/violence, we take account of the [Domestic Abuse](#) advice provided by Cumbria SCP.

Our school has signed up to [Operation Encompass](#) and will be informed by the Police if there has been a call out linked to domestic abuse/violence involving any of our pupils.

**Honour Based Violence HBV**– Honour based abuse includes crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage (some perpetrators use perceived cultural practices as a way to coerce a person into marriage), and practices such as breast ironing. This type of abuse in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so-called HBA are abuse (regardless of motivation) and will be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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

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

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

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

[‘educateagainsthate’](#). The Home Office statutory guidance [‘Revised Prevent Duty Guidance; England and Wales’](#) provides further information for those responsible for assisting in the reduction of all forms of extremism, radicalisation and terrorism.

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

**Children Missing From Home, Care or Education**– A child going missing from home, care or education can act as a vital warning sign of a range of safeguarding possibilities including abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. The School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in future. These procedures are shared with all staff and other relevant adults, and new starters on Induction. We follow and adhere to Cumbria SCP guidance and procedures on [Children Missing from Home, Care or Education](#). School staff are aware of the school’s unauthorised absence and children missing from education procedures.

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

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

**Homelessness** – Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Cumbria County Council have a list of [contacts for local district council housing support](#).

**Upskirting** – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

### Peer on Peer Abuse

We believe that all children have a right to attend the School and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the School’s Whole School Behaviour Policy. It is not enough to respond to incidents as they arise and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. The school has a Policy which includes bullying, and sexual and racial harassment.

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse (also referred to as child on child abuse) and will be trained in the procedures to follow if there are incidents of sexual violence or sexual harassment between pupils. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; gender-based violence/sexual violence (such as rape, assault by penetration and sexual assault), sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse); upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and sexting. Additional information on this issue is also available in Annex A of Keeping Children Safe in Education – September 2019 and in the DfE best practice advice [‘Sexual violence and sexual harassment between children in schools and colleges’](#) (May 2018).

Decisions about what to do should a case of peer on peer abuse become evident will be made on a case-by-case basis, taking into consideration:

- the wishes of the victim;
- 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;
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator.

**Other issues covered by Annex A – Keeping Children Safe in Education** – in addition to issues outlined above, Annex A of [Keeping Children Safe in Education](#) also includes further detail on the following:

- Children and the court system
- Children with family members in prison

9) As a school we are mindful that in this digital age abuse may take place wholly online.

10) It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. This is termed peer on peer/[child on child](#) abuse and may involve sexual abuse or harassment. All staff 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](#)' (May 2018).

11) Where sexual violence or harassment perpetrated by another child is a factor we will follow advice set out in KCSIE 2020. As a school we will always ensure that we challenge behaviours that are sexual in nature, take any concerns or allegations seriously and not view these types of behaviour as an inevitable part of growing up.

12) This school will endeavour to support such pupils through:

- a) the curriculum, to encourage self-esteem and self-motivation
- b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- c) the consistent implementation of our behaviour management policies
- d) regular liaison with other professionals and agencies who support the pupils and their families
- e) a commitment to develop productive, supportive relationships with parents
- f) the development and support of a responsive and knowledgeable staff team, trained to respond appropriately in child protection situations

In the case of an allegation against another child, the situation will be investigated thoroughly and where necessary both children will be referred to Children's Services. The school will take advice from and follow procedures set out by the LSCB.

13) When considering an incident or concern the DSL must practise Contextualised Safeguarding, whereby the context in which incidents occur and whether other factors in a child's life may be placing them at risk are considered. Additional information on contextual safeguarding is available from the [Contextual Safeguarding Network](#).

14) This policy should be read in conjunction with other related policies in school. These include

- Dealing with allegations of abuse against staff
- Behaviour and Discipline Policy (including Bullying)
- Use of Force and Restraint
- Special Educational Needs
- Health and Safety
- Sex and Relationships Education
- Administration of Medicine
- Attendance
- E-Safety
- Safe Recruitment
- Staff capability, grievance and discipline
- Whistleblowing
- Equalities

#### **KCSIE Part 1**

All staff in school will be given a copy of this document and expected to read. It details what their roles and responsibilities are and has further information about a range of safeguarding issues (some of which have been mentioned in this policy).

Annex A of Keeping Children Safe in Education also includes further detail on the following:

- Children and the court system
- Children with family members in prison
- Upskirting

#### **Safe Schools, Safe Staff**

15) As a school we recognise that organisational, personal or professional difficulties can get in the way of protecting children (for example fear that we might compromise relationships with parents). We know however that children's needs are paramount.

16) We recognise that physical contact with pupils is sometimes part of our role "in loco parentis" but will avoid contact that might be misinterpreted.

17) If our staff are working in a one-to-one situation with a pupil, they should be careful to ensure another adult is close by.

18) Teachers are not counsellors. School staff should not be counselling and/or giving advice to children/young people about sexual matters, except where this is part of the school's agreed Sex and Relationships Education policy.

19) We follow the LA's recommended best practice in order to recruit and select safe staff.

20) We follow current procedures when staff are faced with allegations of abuse. Allegations against a teacher who is no longer teaching will be referred to the Police. Historical allegations of abuse will also be referred to the Police.

#### **CHILD PROTECTION PROCEDURES**

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



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

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

These procedures should be read in conjunction with [Actions where there are concerns about a child \(Appendix 4\)](#). [\(Appendix 5\) contains a useful disclosure/record log and body map.](#)

### **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. If in any doubt, the DSL can seek advice from Cumbria Safeguarding Hub (0333 240 1727). Further guidance on Information Sharing can be found in the 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’ from the same document held at Appendix 3.

Neither the Data Protection Act 2018 nor 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’ for the purposes of compliance with GDPR. Legal and secure information sharing between schools, Children’s Social Care and other local agencies is essential for keeping children safe and ensuring they get the support they need. 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 in a timely manner 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. Fears about sharing information **must not** be allowed to stand in the way of promoting the welfare and 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 GDPR, schools are permitted to withhold pupils’ 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.

### **Dealing with emerging concerns**

- 1) If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead.
- 2) All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:
  - Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home



- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

### **Dealing with a disclosure**

- 3) If a child discloses any kind of abuse, the teacher/member of staff, should only seek initial clarification from the child – tact and sympathy is vital. Under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying. (see Appendix 1 for further guidance).
- 4) The member of staff must refer the concerns, together with copies of any notes or records made, to the DSL. It is the duty of the DSL to inform the local Children's Services of concerns about a child.
- 5) If the senior designated person does not do this and the teacher who had made the initial referral remains concerned, then they need to exercise their own judgement and make the referral themselves.
- 6) When making a referral the DSL will complete an Early Help Assessment. Copies of this form should be obtained directly from LSCB website to ensure they are up to date. The member of staff who first referred the concerns to the DSL must keep a log of the incident, to include:-
  - Child's full name
  - Address
  - Sex and date of birth
  - Parent(s) and guardian(s) name(s)
  - Known aliases
  - Contact addresses and telephone numbers during school hours
  - Name of teacher making the referral/making the comment
  - Nature of injury (if any)
  - Grounds for suspicion
  - Action taken, including dates and times
- 7) The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.
- 8) Where, following an early help assessment by the school staff or other involved agencies of a situation, it is considered immediate protective action is required, the DSL will make a referral. This referral will be by telephone to Children's Services, Safeguarding Hub, followed up in writing for confirmation. The DSL should then forward the Early Help form to Cumbria Safeguarding Hub and ensure the referral is registered.
- 9) Blank forms for recording concerns, logging incidents and making formal referrals can be found in the staff room or with the DSL and completed records must be passed to the DSL. A record of concerns should be logged in the confidential area of our school data system by the DSL or Head Teacher.

### **Dealing with a disagreement over referral outcomes**

- 10) Where the school believes that insufficient action has been taken with regard to a concern raised about a child, the DSL will follow the Local Safeguarding Children Board (LSCB) conflict resolution protocol.
- 11) Briefly, this means that there should initially be a discussion between the DSL and the relevant social worker.

- 12) If the point of disagreement cannot be resolved at the practitioner level, then the issue is to be discussed and resolved between the Head Teacher and the relevant Children's Social Care Team Manager.
- 13) Should the issue remain unresolved, the Head Teacher should refer the matter to the relevant Service Manager, Social Care whose role is to ensure county wide standards are being applied.
- 14) The formal stage of the conflict resolution protocol can only occur after the early stages have been exhausted. The full procedures can be accessed via at [www.cumbrialscb.com](http://www.cumbrialscb.com)

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

- 15) An allegation against a member of staff is potentially extremely serious – for the child, staff member and school. The school has adopted a separate procedure for dealing with such allegations. Briefly, the Head Teacher (or Chair of Governors if the allegation is against the Head Teacher) will immediately contact the LA Designated Officer (DO) who will advise on actions to be taken. (See page 2 for DO contact details.)

**Support**

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

## Whole-School Policy on Child Protection

School St Michael's C of E Primary School

### A. Named staff/personnel with designated responsibility for Child Protection

Academic Year		Designated Lead	Deputy Designated Lead		Nominated Governor
2014/15		Julie Paisley	Chris Marsh		Rev Carter
2015/16		Julie Paisley	Chris Marsh		Rev Carter
2016/17		Julie Paisley	Chris Marsh		Rev Carter
2017/18		Julie Paisley	Janet McArdle		Rev Carter
2018/19		Julie Paisley	Janet McArdle		Rev Carter
2019/20		Julie Paisley	Lorna Smith		Shiona Bickley
2020/21		Julie Paisley	Lorna Smith		Viv Drouet

### B. Annual Review date(s) for this policy

Review Date	Changes made	By whom
<b>November 2014</b>	<b>Updated in line with guidance from LSCB, to reflect changes to Triage and to school staffing.</b>	<b>Julie Paisley</b>
<b>April 2015</b>	<b>Updated to reflect updated Stat Guidance.</b>	<b>Julie Paisley</b>
May 2016	Policy reviewed – no necessary changes	Julie Paisley
May 2017	Policy updated to info about FGM, CSE and PREVENT.	Julie Paisley
July 2018	Updated to include new key contacts	Julie Paisley
Feb 2019	Updated to reflect changes and additions to KCSIE 2018 & Working Together 2018	Julie Paisley

Feb 2020	<p>Updated to reflect changes 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.</p> <p>Changes made in relation to new Local Authority Designated Officer (DO) contact details and Cumbria Early Help contact details which come into effect 6 January 2020.</p> <p>Annex 1-5 ammended</p>	Julie Paisley
Mar 2021	<p>Updated to reflect changes and additions to KCSIE 2020. Also added more substantial definitions of abuse.</p>	Julie Paisley

## **Appendix 1**

### **Child Volunteering Information**

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through play, drawings etc. Children will talk about their concerns and problems to people they feel they can trust. The person a child talks to will not necessarily be a senior member of staff. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the child protection agencies. Legal action against a perpetrator can be seriously damaged by any suggestion that the child's words have been influenced in any way by the person they told.

When a child confides in you:

#### **Things you should do:**

- Give the child undivided attention
- Show concern, support and warmth but don't show emotions, distress or negative reaction. Be re-assuring – (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help'.) Ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated
- Rather than directly questioning the child, just listen and be supportive
- It may be appropriate to check that the child is indicating abuse or neglect
- Check if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, put the date and time when the child spoke to you, put the location and names of the people who were present, as well as what was said, using child's own language and colloquialisms. Then sign it, and hand your record to the CPLO straight away
- Keep a copy of your notes
- Look after yourself by seeking some support

#### **Things you should not do:**

- You must not promise a child complete confidentiality – you should explain that you may need to pass information to other professionals to help keep them or other children safe
- Malign the character of the alleged perpetrator
- Jump to conclusions
- Ask leading questions
- Ask for lots of details about the alleged event(s)
- Speculate or accuse anybody yourself
- Make promises you can't keep
- Pre-empt or prejudice an investigation by leading the child with *closed* questions.

### **Questioning Skills**

To avoid leading questions when clarifying what a child has said, you should use open questions with a child rather than closed questions.

The following table gives some examples of both.

**Closed Questions**

Do  
Did  
Can  
Would  
Could  
Are etc.

**Open Questions**

Tell me  
Explain to me  
Describe to me  
Who  
What  
When  
Where  
How

Avoid using 'Why'? This can confuse a child and leads to feelings of guilt.

**Initial Responses to child**

When a child has made a disclosure, it can be a relief for them, however they are likely to feel vulnerable and confused. Here are some examples of what can be said to a child;

**Do say:**

'Thank you for telling me'

'I am sorry it has happened to you'

'I am going to help you, and will tell you what I am going to do'

'It should not have happened'

'You are not to blame'

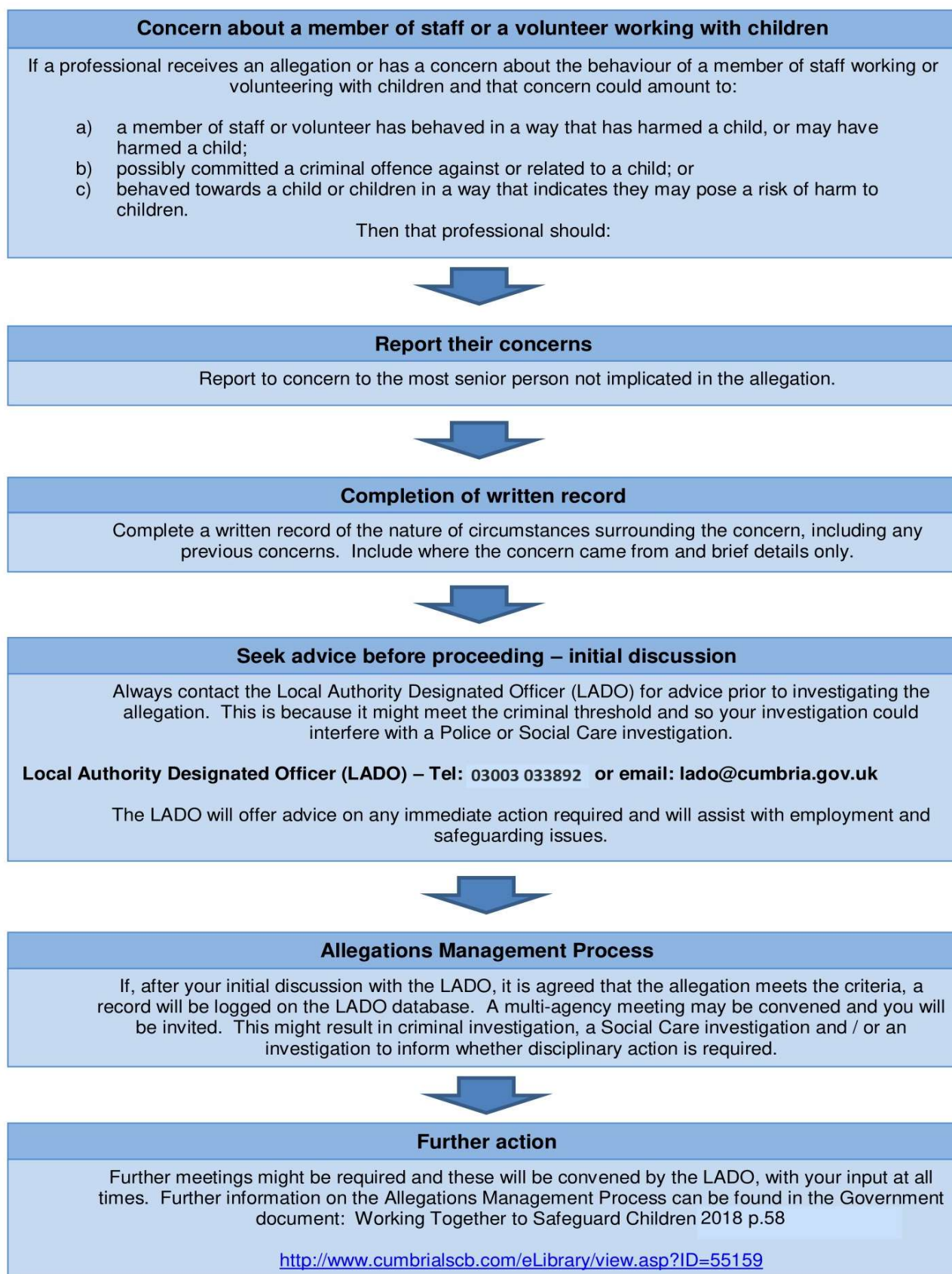
**Do not say:**

'It will be all right soon'

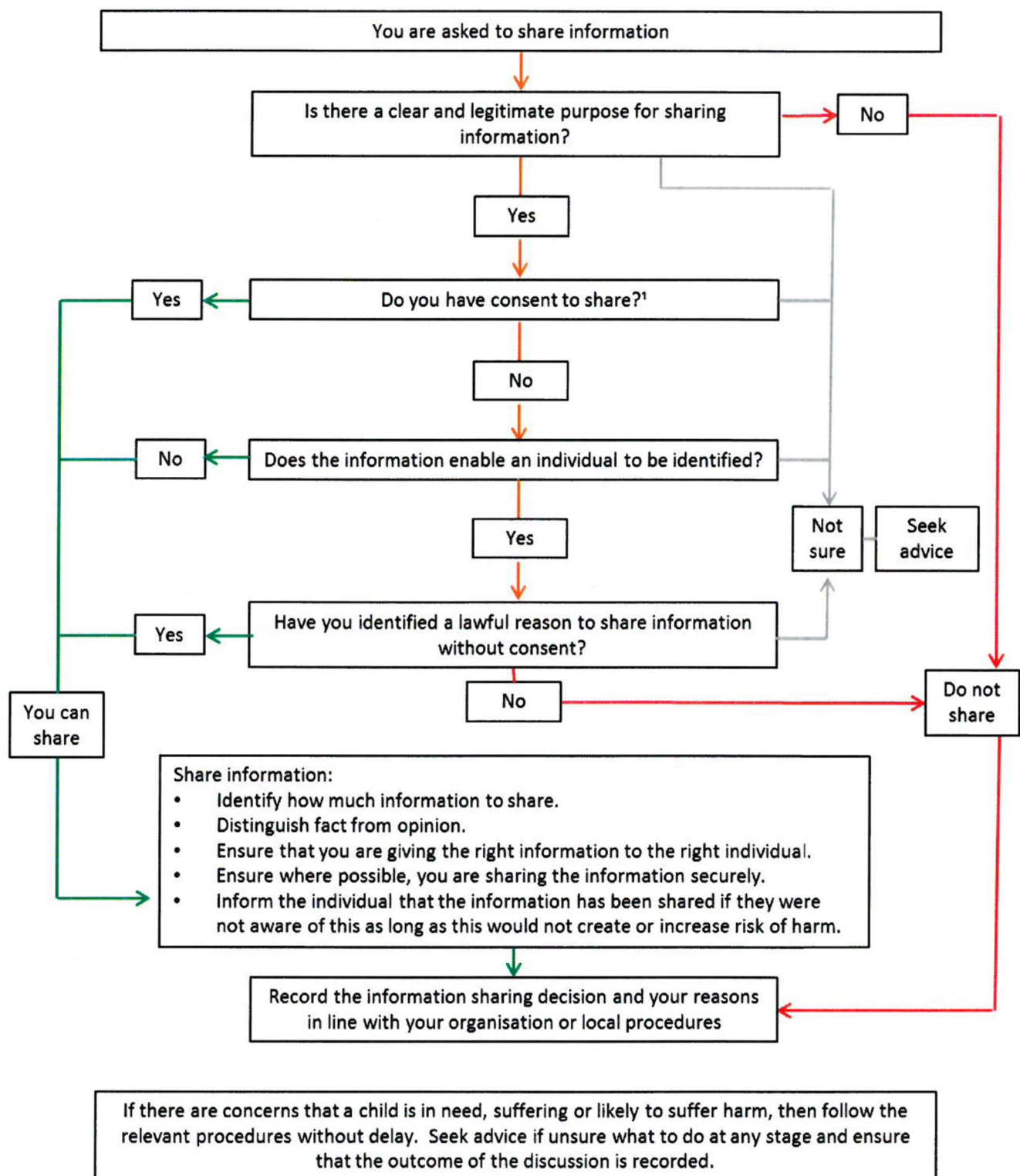
Anything which you will not be able to fulfil

It is anybody's fault

## Cumbria SCP – Summary of Allegations Management Procedures



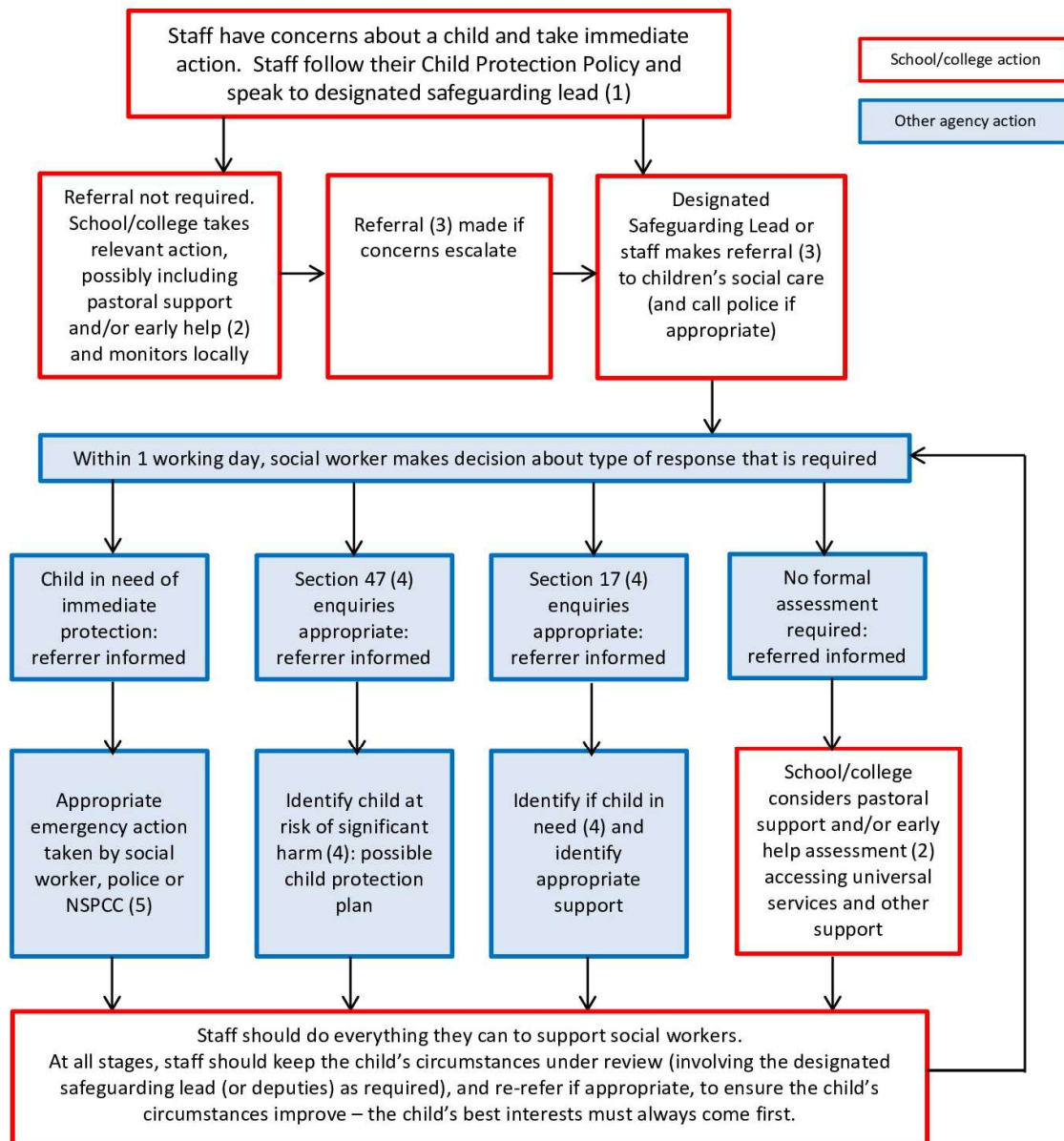
## FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



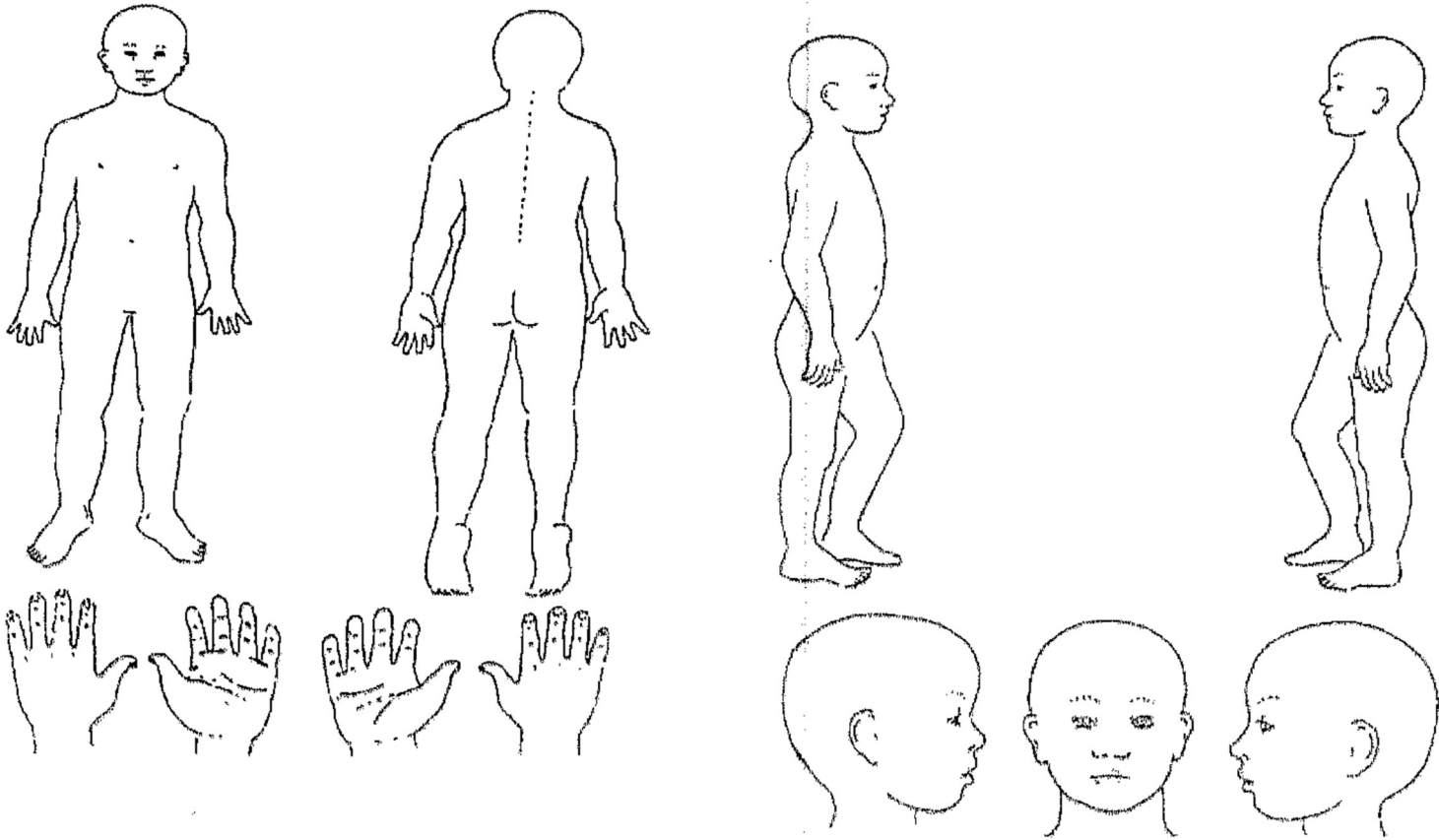


## Appendix 4

## Actions where there are concerns about a child



CHILD DISCLOSURE/CONCERN RECORD							
ST. MICHAEL'S C.E. PRIMARY SCHOOL							
<b>PART 1</b>							
<i>Child Disclosure/Concern Record (to be written ASAP after <u>not</u> during your conversation with the child)</i>							
Child's Name		Class		DOB	/ /	Gender	M / F
Date (of writing this record)	/ /	Day of Week		Time (of writing this record)		am / pm	
Name of Person completing this form							
Print Name:							
Signature							
Job Title:							
Note the reason(s) for recording the incident							
Record the following <u>factually</u> :		Who?; What (if recording a verbal disclosure by a child, use their words)?; Where?; When (date & time of incident)?; Any witnesses?					
Body Map Completed? (Please attach)				YES		NO	
Note Actions, including Names of anyone to whom your information was passed:							
Any other relevant, factual information:							
Check to make sure your report is clear now – and will also be clear to someone else reading it in the future.							
PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD.							
(Designated Safeguarding Lead to complete Part 2 overleaf)							

BODY MAP			
To be used (where appropriate) with Child Disclosure/Concern Record			
			
Name of Child:			
Description of Injury:			
Cause of Injury:			
Practitioner/Childminder's Signature:		Date:	/ /
Parent's Signature:		Date:	/ /

## Appendix 5

<b>PART 2</b>	
<i>For use by the Designated Safeguarding Lead (DSL) - or in the absence of the DSL, another senior member of staff</i>	
<b>Time and Date information received by DSL, and from whom:</b>	
<b>Any advice sought by DSL e.g. contact with Cumbria Safeguarding Hub or other Agency.</b>  <i>(Include details of date, time, name, role, organisation and advice given)</i>	
<b>Action Taken</b>  <i>(e.g. contact to Children's Services on Cumbria Safeguarding Hub Number; Single Point of Contact On-line Form completed; monitoring advice given to appropriate staff)</i>  <b>If decision not to refer, justify reason.</b>  <i>Note time, date, names, who information shared with and when etc.</i>	
<b>Parent's informed</b>  <b>Yes / No</b>  <b>and reasons.</b>	
<b>Where can additional information regarding the child / incident be found? (e.g. pupils file, serious incident book)</b>	
<b>SIGNED:</b>	
<b>PRINT NAME:</b>	
<b>DATE:</b>	

## Appendix 5

<b>For completion in the future</b>  <i>Record names of individuals/agencies who have given you information regarding outcome of any referral (if made).</i>	
--	--

