



JOHN RUSKIN SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY

2016-17

At the time of printing (**18/10/16**), the following roles were held:

Designated Safeguarding Lead: **JULIE FLANAGAN**

Deputy Designated Safeguarding Leads: Sarah Stergiaki & Andy Tomkins

Designated Governor responsible for Safeguarding: Lisa Marie Edmondson

Signed:

Signed:

Date: 18 October 2016

Date: 18 October 2016

By law this policy must be reviewed annually. This policy will be next reviewed in October 2017

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1. MISSION STATEMENT

We aim to create a positive, stimulating and happy learning environment through which all learners continually aspire to develop their potential to the full. We look to promote children's academic, spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life.

2. INTRODUCTION

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

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

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

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. This Child Protection Policy must be read in conjunction with the overarching school **Safeguarding Statement** and other school policies (see Section 6).

3. ETHOS

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

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

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

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

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

We are also committed to establishing a safe physical environment in which children can learn and develop

both personally and academically and achieve success in the 5 outcomes of the Every Child Matters agenda as stated in the Children Act 2004:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being

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

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

4. POLICY AIMS

There are three main aims to our Child Protection Policy:

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

We will do these things by:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe and empowering children to feel safe;
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for vulnerable groups such as children with communication difficulties, are identified as SEND students or who use alternative/augmented communication systems;
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and student's physical safety by establishing a safe environment in which children can learn and develop.
- adhering to the government's regulations around 'Prevent Duty' for all staff.

5. ENTITLEMENT

Each child in our school, regardless of their background or home circumstances could be the victim of child abuse, whether it be by a parent or other adult known to them. They are therefore all entitled to the same degree of protection and support. Each child in our school will also begin to develop the skills which could enable prevention of abuse by learning about keeping safe, and who to ask for help if their safety is threatened.

6. IMPLEMENTATION

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

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

- Overarching Safeguarding Statement
- Health and Safety Policy
- e-Safety/Acceptable Internet Use Policy
- Whole School Behaviour Policy including procedures for preventing and dealing with Bullying and Racism etc.
- Positive Handling, Support and Physical Intervention Procedures (part of the Whole School Behaviour Policy above)
- LSCB procedures for Managing Allegations Against Staff [Click here to access](#)
- Sex Education Policy
- School Single Central Record
- Safeguarding Children - Induction Leaflet for Visitors and Contractors
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff [Click here to access](#) – on the LSCB home page click on ‘Safe Recruitment’ and the link found under section 5.
- DfE guidance – ‘Keeping Children Safe in Education’ (2016)
- Single Equality Scheme
- Guidance on the Use of Photographic Images
- Safer Recruitment Guidelines [Click here to access](#)
- School Whistle-Blowing Policy (within this Policy)
- School Drug Policy
- Administering Medicines Policy
- LSCB Guidance for Dealing with Fabricated and Induced Illness [Click here to access](#)
- Intimate Care Policy
- Educational Visits Policy (including procedures for assessing risks)
- First Aid and Accident Policies
- LSCB Guidance on the Abuse of Children with a Disability or Complex Health Needs [Click here to access](#)
- Attendance Policy
- Data Protection Policy
- Special Educational Needs Policy
- Risk Assessments (inc. Fire Safety)
- Premises Management including Security Measures (Formal Inspections and Buildings Register)
- Accessibility Plan
- Lettings Policy
- Prevent Duty

7. THE CHILDREN ACT 1989

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

7.1 Child Support

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

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

7.2 Child Safety

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

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

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

8. DEALING WITH DISCLOSURES FROM CHILDREN

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

Inform the Designated Safeguarding Lead (DSL), Julie Flanagan, who will evaluate your assessment. The DSL can:

- Make a telephone referral to the safeguarding hub (see below) and confirm in writing via the Children's Services Single Contact form [Click here to access](#) and upload the referral form from the bottom of the page.
- Initial contact will be made with a Children's Services Customer Adviser (see below) who will take basic details. A duty officer will then discuss the concern in more detail.
- The initial referral may be initially by telephone but must be followed up in writing within 48 hours.

[Click here to access LSCB Referral Guidance](#). The Referral Process is outlined at Appendix A.

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

Cumbria Safeguarding Hub;

Tel: 0333 240 1727

Your call will then be triaged to a Children's Services Customer Advisor.

The opening times for this office are 24 hours.

If we need to contact them about an emergency during normal out of office hours the same phone number must be used.

Staff must be aware that:

- It is not the responsibility of teachers or other staff or volunteers in schools to investigate suspected cases of abuse;
- They should not take any action beyond that agreed in the procedures established by the Cumbria Local Safeguarding Children's Board (LSCB) www.cumbrialscb.com.

They cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Listening to Children

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

Children also want to know that they will be listened to and their concerns will be taken seriously, so School should seek to demonstrate to children that it provides them with a safe environment where it is okay to talk.

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

If a child chooses to disclose, you **SHOULD**:

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

You should **NEVER**:

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

Vulnerable Groups: For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

9. ROLES AND RESPONSIBILITIES

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

9.1 The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training. The DSL, Julie Flanagan is a member of the Senior Leadership Team.

Referrals

- Refer cases of suspected abuse or allegations to the Cumbria Safeguarding Hub (see point 6 for contact details) and discuss with the Duty Social Worker.
- Act as a source of support, advice and expertise within school when deciding to make a referral.
- The Children's Services Single Contact Form can be found on the Cumbria LSCB website [Click here to access LSCB Referral Guidance](#).

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how the Cumbria Local Safeguarding Children's Board operate, Cumbria Child Protection Procedures, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Safeguarding and Child Protection Policy and Safeguarding Statement.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately when they arise.
- Be able to keep detailed accurate secure written records of referrals/concerns.

- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Prevent Duty training for all staff

Raising Awareness

Ensure the safeguarding and child protection/safeguarding policy is updated and reviewed annually and work with the governing body regarding this.

Supporting Pupils at Risk:

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

We will endeavour to support pupils through:

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

9.2 The Role of the Head teacher

- To ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- To ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter - agency meetings, and contributing to the assessment of children.
- To ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing policy.

9.3 The Role of the Governing Body

- Good practice suggests that a designated Governor is appointed for Safeguarding and Child Protection – Miss Lisa Marie Edmondson
- The Governing Body is accountable for ensuring their establishment has effective policies and procedures in place in accordance to the DfE guidance - "Keeping Children Safe in Education" 2016 and monitoring the schools compliance with them.
- Has a safeguarding and child protection/safeguarding policy and procedures in place that are in accordance with LSCB and LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- Operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers, including Criminal Record Bureau Checks (See Single Central Record)
- Have procedures for dealing with allegations against members of staff and volunteers that comply with guidance from the DfE (Dealing with Allegations of Abuse against Teachers and Other Staff), LA and locally agreed inter-agency procedures.
- Has a senior member of staff who is designated to take lead responsibility for dealing with child protection issues providing advice and support to other staff, liaising with the LA and working with other agencies.
- To operate a whistle blowing policy and remedy any deficiencies or weaknesses in regard to child protection arrangements that is brought to its attention without delay.
- Ensure there is an annual child protection item on the governing body agenda.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The Designated Safe guarding Lead or their deputy will be expected to attend the initial Child Protection Conference and provide a written report.

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

1.1. RECOGNISING ABUSE

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

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2015) – children have said they need:

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

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

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.

1.1.1 Categories of Abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- 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 via electronic media), causing children frequently to 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, though it may occur alone.

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

Sexual abuse

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

The following are key priorities within School procedures, as per National Guidance. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example LSCB website, NSPCC and gov.uk for guidance.

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

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Some of the warning signs are:

- The child may become especially secretive and stop engaging with their usual friends.
- They may be associating with, or develop a sexual relationship with older males or females.
- They may go missing from home – and be defensive about their location and activities, often returning home late or staying out all night.
- They may be missing school.
- They may be in possession of new, expensive items which they couldn't normally afford, such as mobile phones, iPads or jewellery.
- They may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste.
- They may look tired and/or unwell, sleeping during the day.
- They may have marks or scars on their body which they try to conceal.
- They may adopt new 'street language' or respond to a new 'street' name.

Female Genital Mutilation (FGM) – Teachers (described in the legislation as those persons employed or engaged to carry out teaching work at schools and other institutions in England) are under a mandatory duty to ‘personally’ report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s DSL and involve the Cumbria Safeguarding Hub as appropriate.

Honour based violence (HBV) – This could be included as part of FGM and may also include forced marriage. All professionals must be alert to these possibilities and all suspicions must be referred to the DSL.

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

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

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

There is no place for extremist views of any kind in John Ruskin school, whether from internal sources – pupils, staff, visiting adults, governors or external sources – school community, external agencies or individuals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and where appropriate dealt with.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Peer on peer abuse – Allegations of abuse made against other children should be fully responded to and recognised by all staff. Students are capable of abusing their peers and this must never be passed off as ‘banter’ or ‘part of growing up.’ This can include harmful sexual behaviour, sexting, grooming and gender based bullying. Peer abuse is dealt with in line with the school behaviour policy and will always be dealt with and investigated thoroughly.

Special Circumstances

The 'Cumbria Thresholds for Referral, Assessment and Services to Children in Need including Children in Need of Protection' guidance, 2nd Edition November 2007 [Click here to access](#) outlines response to special circumstances in child protection cases, including issues such as:

- Bullying
- Child sexual exploitation
- Domestic violence
- Fabricated or induced illness
- Forced marriage
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- Forced marriage
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession or witchcraft
- Trafficked and exploited children
- Young carers
-

12. INDUCTION AND TRAINING

All school-based staff will be required to undertake an appropriate level of safeguarding training (to include internal school procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practices; dealing with disclosures from children) and must undergo refresher training every three years. Training is organised by the DSL in line with government guidance. All staff have undertaken whole school – Level One Safeguarding Training.

The nominated governor should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance. The DSL has undertaken both Level 2 and Level 3 (Multi-Agency) Safeguarding Training. The Deputy DSL has undertaken Level 2 Safeguarding Training.

The DSL will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection and communication lines. This will also be a regular agenda item at staff and departmental meetings. All staff will be trained in Prevent Duty.

The Governing Body will ensure that at least **two** appropriate members of the school team complete accredited Safer Recruitment Training in line with NSCL/CWDC requirements which will be refreshed at least every 5 years – see Section 25 for further details.

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

13. RECORD KEEPING

Staff must record any welfare concern that they have about a child on a Child Disclosure/Concern Record (Appendix B), with a body map (Appendix C) where injuries have been observed to be passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated – See Section 8.

Blank Child Disclosure/Concern Records are kept in DSL's office.

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

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

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

14. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures published on the Cumbria LSCB website www.cumbrialscb.com (Chapter 7).

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

- treat the matter seriously;
- ensure that, where necessary, the child/young person receives appropriate medical attention;
- make a written record of the information using the Childs/Parents own words, including when the alleged incident took place; who was present; and what happened;
- sign and date the written record;
- report the matter immediately to the Senior Management Officer (this should be the Head teacher), or deputy in his/her absence. Confidentiality must be maintained at all times.

The Senior Management Officer for John Ruskin School is Mr P Blackburn.

Initial Action by the Senior Manager

The Senior Manager should wherever possible:

- obtain written details of the allegation, signed and dated by the person receiving the allegation;
- countersign and date the written details;
- record any other information and names of any potential witnesses;
- establish a chronology of significant events;
- consider any information already known about those involved;
- discreetly check any incident or log books;
- on the basis of these factors, make a professional judgment, and record the reason for any subsequent action taken.

If the allegation meets, or appears to meet, any of the criteria below the Senior Management Officer must consult the Local Authority Designated Officer (**DO**) – see Section 15 below, as soon as possible but certainly within **1 WORKING DAY**.

The responsible senior manager must contact the DO if the member of staff has:

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

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

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

If an allegation requiring immediate attention is received outside of normal office hours the Senior Manager should consult immediately with the Out of Hours Emergency Social Work Service or Local Police. They must ensure they inform the DO the next working day.

Initial Consideration by the Senior Manager and DO

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

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

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

Suspension

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

Subsequent Actions

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

Referrals must also made to the ISA when we have concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults – See Section 26 for further details. In these circumstances we must make a referral to the ISA. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Independent Safeguarding Authority [Click here to find out how to refer to the ISA](#).

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

For more detailed guidance on how to respond to allegations against staff, please refer to the Cumbria LSCB guidelines [Click here to access Guidance document](#) and [Click here for Staff Guidance Leaflet](#) and Section 16 on **Whistleblowing**.

15. CUMBRIA LOCAL SAFEGUARDING CHILDREN BOARD (LSCB)

If you have concerns regarding an adult who works with a child then this should be reported to the Local Authority Designated Officer (LADO) within one working day. To report a concern to LADO please use the notification form:

[LADO - Allegation Notification Form \(Doc\)](#)

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

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

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

To speak to a LADO for advice please contact Cumbria Safeguarding Hub Business Support Team who will take your details and ensure a LADO returns your call:

Phone **01768 812267**

Or you can email lado@cumbria.gov.uk

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

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

16. WHISTLE BLOWING

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

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

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

Reasons for whistle blowing:

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

What stops people from whistle blowing?

- Fear of starting a chain of events which spirals out of control

- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken;
- Try to pinpoint exactly what practice is concerning you and why;
- Approach your immediate manager, DSL (Julie Flanagan), or Head teacher
- If your concern is about your immediate manager/Head teacher, speak to the Chair of Governors or if you feel you need to take it to someone outside the school, contact the Children's Services Safeguarding Team;
- Make sure you get a satisfactory response - don't let matters rest;
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can;
- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

What happens next?

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

Self-reporting:

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

Further advice and support:

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

The NSPCC have a whistleblowing helpline, they can be contacted on; 0800 0280285

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

For Community and Voluntary Controlled Schools, reference should also be made to the Cumbria Council Whistle Blowing Policy [Click here to open.](#)

17. WORKING WITH OTHER AGENCIES

John Ruskin School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

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, who 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.

John Ruskin 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, Early Help and CAF Teams around the Child.

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

18. PARTNERSHIP WITH PARENTS

The school shares a purpose with parents to educate and 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 permission or it is necessary to do so in order to protect a child.

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

19. 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 the Cumbria Safeguarding Hub on 0333 240 1727.

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 or Children's Social Services), 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 should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

20. CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children 2010 states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience" [Click here to access](#).

John Ruskin School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at John Ruskin School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

21. SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

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

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

22. SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the school's Code of Conduct.

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

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the **Whole School Behaviour Policy**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People** [Click here to access](#).

23. CHILD EXPLOITATION AND E-SAFETY

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

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy incorporated into our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

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

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's e-Safety/Acceptable Internet Use Policy and the Cumbria LSCB document 'Online Communication Code of Conduct for Staff Working with Children' [Click here to access](#) and the LSCB guidance on Texting [Click here to access](#).

24. COMPLAINTS

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

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff** - see Section 14.

25. SAFER RECRUITMENT

John Ruskin School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role in line with the DfE document 'Safeguarding Children and Safer Recruitment in Education' 2006 [Click here to access](#).

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

In line with statutory changes, underpinned by regulations, the following will apply:

- A CRB Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through Capita HR Solutions;
- An Enhanced CRB will be obtained for volunteers when their volunteering is frequent (once per week, every week) or intensive (four or more times in a 30 day period or overnight);
- Existing volunteers and parents who only accompany staff and children on one off outing or trips that do not involve overnight stays, or who help at specific one off events such as sports day, do not require a CRB check, but will NEVER be given unsupervised access to children;
- This school is committed to keeping an up to date **Single Central Record** detailing a range of checks carried out on our staff;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA).

The Governing Body will ensure that at least **two** appropriate members of the school team complete accredited Safer Recruitment Training in line with NSCL/CWDC requirements. There will always be at least **one** member of every interviewing panel who has completed Safer Recruitment training which must be refreshed at least every 5 years.

26. REFERRAL TO THE ISA

Please note - The Coalition Government has published its Vetting and Barring Scheme review, but until new legislation to implement any changes is introduced, the current safeguarding responsibilities remain.

Employers, social services and professional regulators are under a legal duty to notify the Independent Safeguarding Authority (ISA) of relevant information, so that individuals who pose a threat to vulnerable groups can be identified and barred from working with these groups:

- If your organisation dismisses or removes a member of staff/volunteer from working with children and/or vulnerable adults (in what is legally defined as regulated activity) because they have harmed a child or vulnerable adult you have a legal duty to inform the Independent Safeguarding Authority (ISA).
- An organisation which knowingly employs someone who is barred is breaking the law.

- A person barred from working with children or vulnerable adults is breaking the law if they work/volunteer or seek to work/volunteer with these groups.

The **ISA Referral Form** is available to download [here](#).

The ISA Referral Guidance document [Click here to access](#) is also available to help us understand the referral process.

The guidance sets out:

- the key elements of the referral process;
- the circumstances under which a referral should be made;
- the legal responsibilities of employers, including the paid and voluntary sector and also employees;
- the main points of the law in relation to referrals.

The advice of the DO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff members conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria LSCB website [Click here to access](#).

27. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

28. SECURITY

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

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Please refer to the DfE document 'A Legal Toolkit for Schools' [Click here to access](#).

29. SUMMARY

All staff will follow the procedures set out by The Local Safeguarding Children Board (LSCB) - Cumbria Safeguarding Procedures and take account of guidance issued by the Department for Education to promote the well-being and safeguarding of our pupils. These procedures have been revised to take account of the publication "Working Together to Safeguard Children" 2015 [Click here to access](#).

We need to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. They should receive training in inter-agency procedures that enables them to work in partnership with other agencies and gain the knowledge and skills needed to fulfil their responsibilities. Refresher training should be undertaken at 2 yearly intervals. The Designated

Safeguarding Lead (DSL) is Julie Flanagan, in her absence it is Sarah Stegiaki or Andy Tomkins. The DSL has undertaken the Level 2 and 3 training. The Deputy has completed Level 2 training.

- Ensure we have a nominated governor responsible for child protection who has received appropriate training and support for this role. Currently this role is undertaken by Lisa Marie Edmondson.
- Maintain a high profile on child protection/safeguarding training for all staff. Ensure the training is appropriate to equip them to carry out their responsibilities for child protection effectively. Suitable refresher training is undertaken at 3 yearly intervals.
- Ensure Child Protection arrangements are part of Induction Procedures for all staff and volunteers. New staff and volunteers will receive and sign this policy along with the Safeguarding Statement which will explain Child Protection/Safeguarding Procedures, and are shown where they can access information and with whom to discuss any concerns.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, both physical and emotional, and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Services Social Worker if there is an unexplained absence of a pupil who is on a Child Protection Plan.
- Develop effective links with relevant agencies which will lead to effective information sharing.
- Co-operate as required with enquiries regarding child protection matters including attendance at core group meetings, case conferences, contributing to reports and ensure cover enabling the relevant person to attend when needed.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations. Currently records are stored in the DSL's office.
- Ensure procedures for dealing with allegations of abuse against staff members are in accordance with Cumbria LSCB guidelines and all staff are aware of them [Click here to access Cumbria LSCB Guidance](#) and [Click here for LSCB Staff Guidance Leaflet](#) and [Click here to access DfE Dealing with Allegations of Abuse Against Teachers and Other Staff](#).
- Ensure safe recruitment practices are always followed and appropriate checks (Criminal Record Bureau Checks) are carried out on new staff and volunteers who will work with children on a frequent or intensive basis. Frequent is defined as once per week but every week for 4 weeks or more; intensive is defined as 4 or more occasions in any 30 day period or overnight.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice by operating and positively encouraging a whistle blowing policy.
- If any adult suspects that a child may be a victim of abuse, they immediately inform the designated person about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.
- If a child discloses any kind of abuse, the teacher /member of staff /adult should only seek initial clarification from the child - tact and sympathy is vital.
- **Under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying.**
- Any action that the DSL takes when dealing with an issue of child protection will be in line with the procedures outlined in Cumbria LSCB Procedures, Guidance and Protocols.
- We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons as necessary.
- It is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Guidance about this can be found in the DfE booklet – Use of Reasonable Force – Advice for head teachers, staff and governing bodies [Click here to access](#) and the Cumbria County Council Positive Handling, Support and Intervention Policy and Guidance, a copy of which is held in School Office.

30. MONITORING AND REVIEW

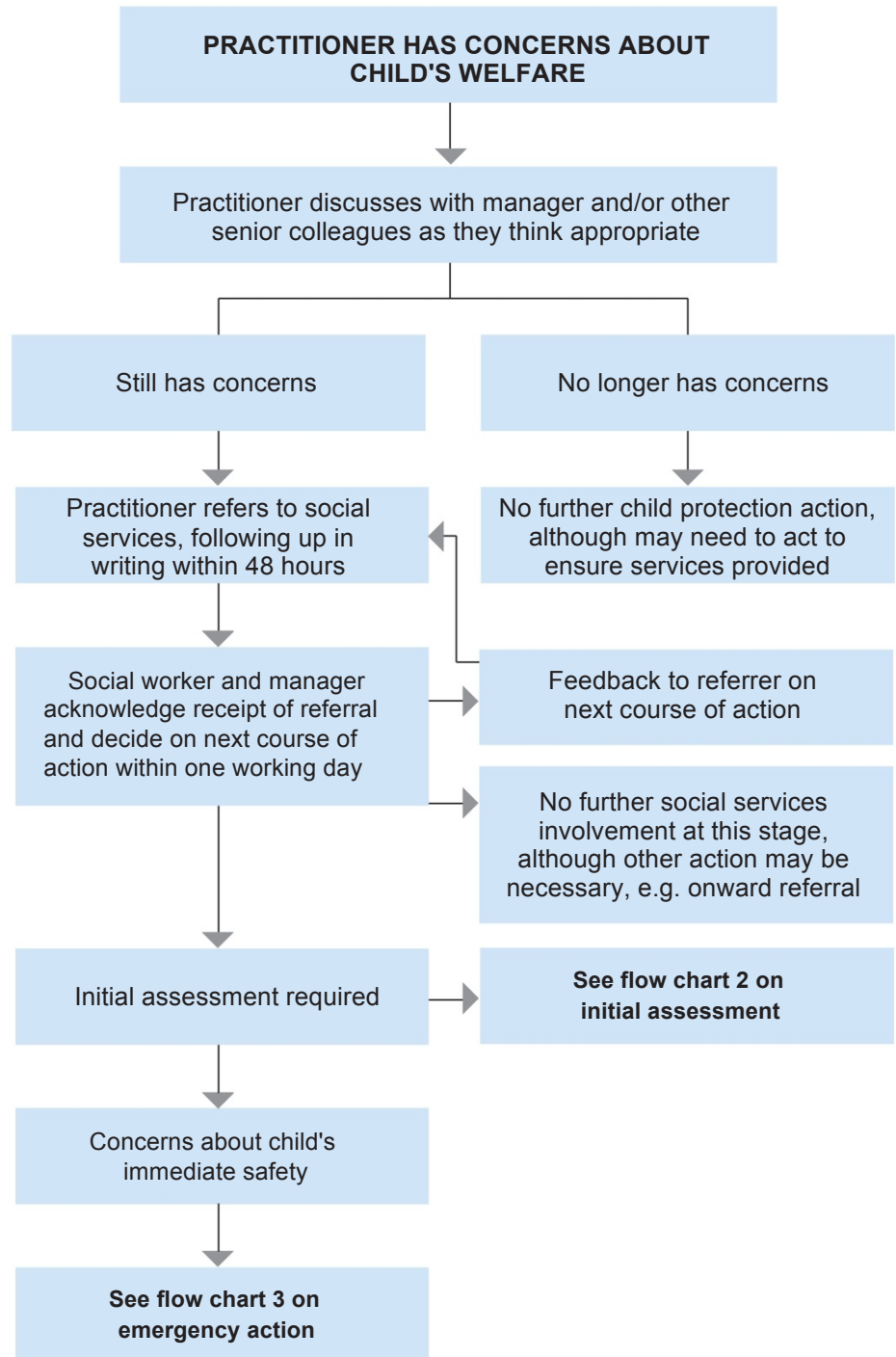
Safeguarding including child protection is to be a regular agenda item at full Governors meetings; Sub-

Committee Meetings and staff meetings, giving the Designated Safeguarding Lead and Designated Governor the opportunity to update on staff/governor training and any other relevant issues or changes.

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

APPENDIX A

FLOW CHART I REFERRAL



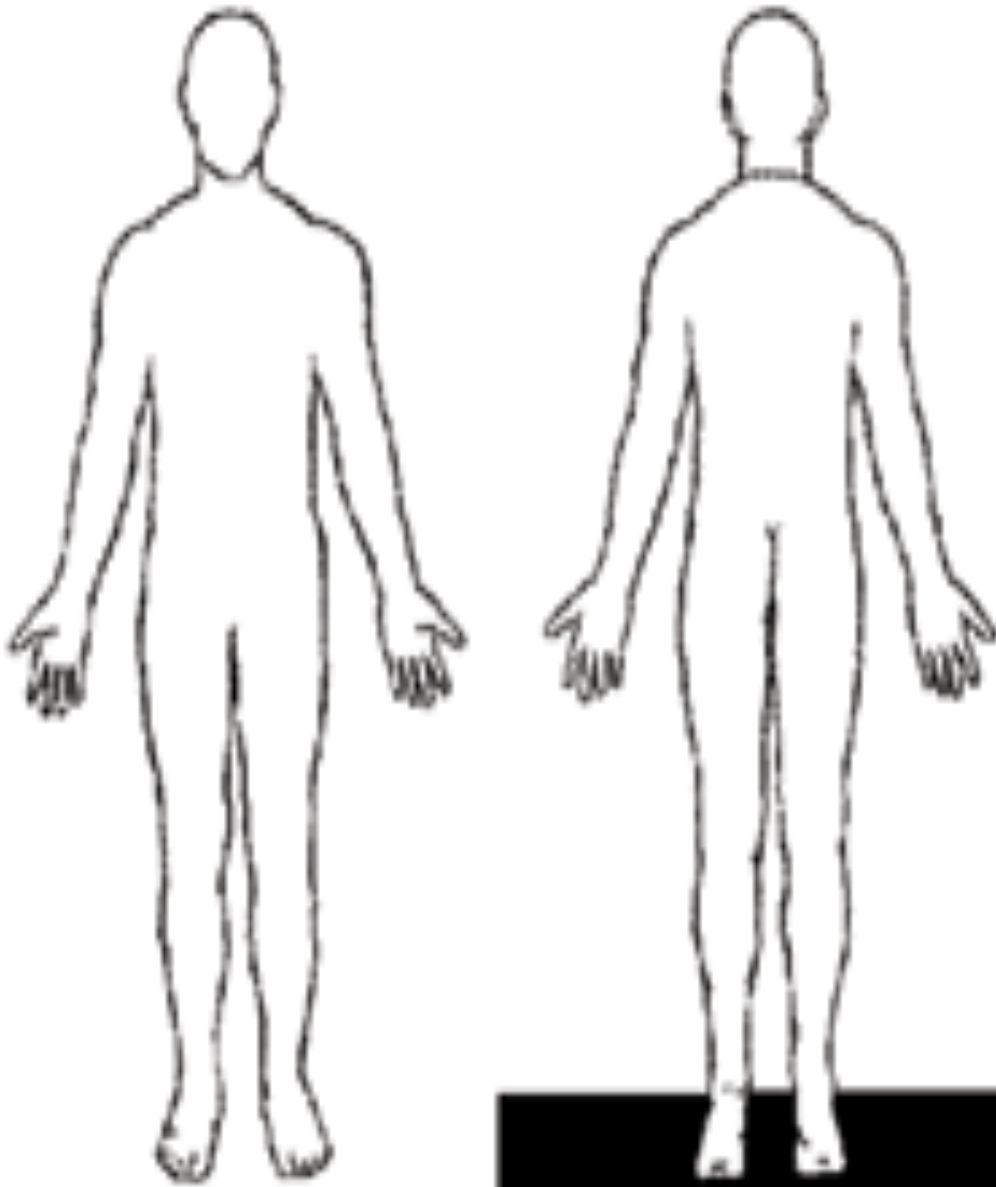
Extract from Cumbria LSCB Policies and Procedures, Chapter 6 – Handling Individual Cases
[Click here to access](#)

CHILD DISCLOSURE/CONCERN RECORD							
John Ruskin School							
<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	Time	Place		Name of Person completing this form (please print)			
/ /							
Nature of Concern/Conversation (continue on a separate sheet if necessary)							
Describe any marks you may have seen – noting size and position (refer to body map)							
Name of person you reported your concerns to							
Action to be taken/recommendations from the Designated Person for Child Protection							
Signed:				Position:			
Date:							

Return the completed form to the Designated Safeguarding Lead ASAP

BODY MAP

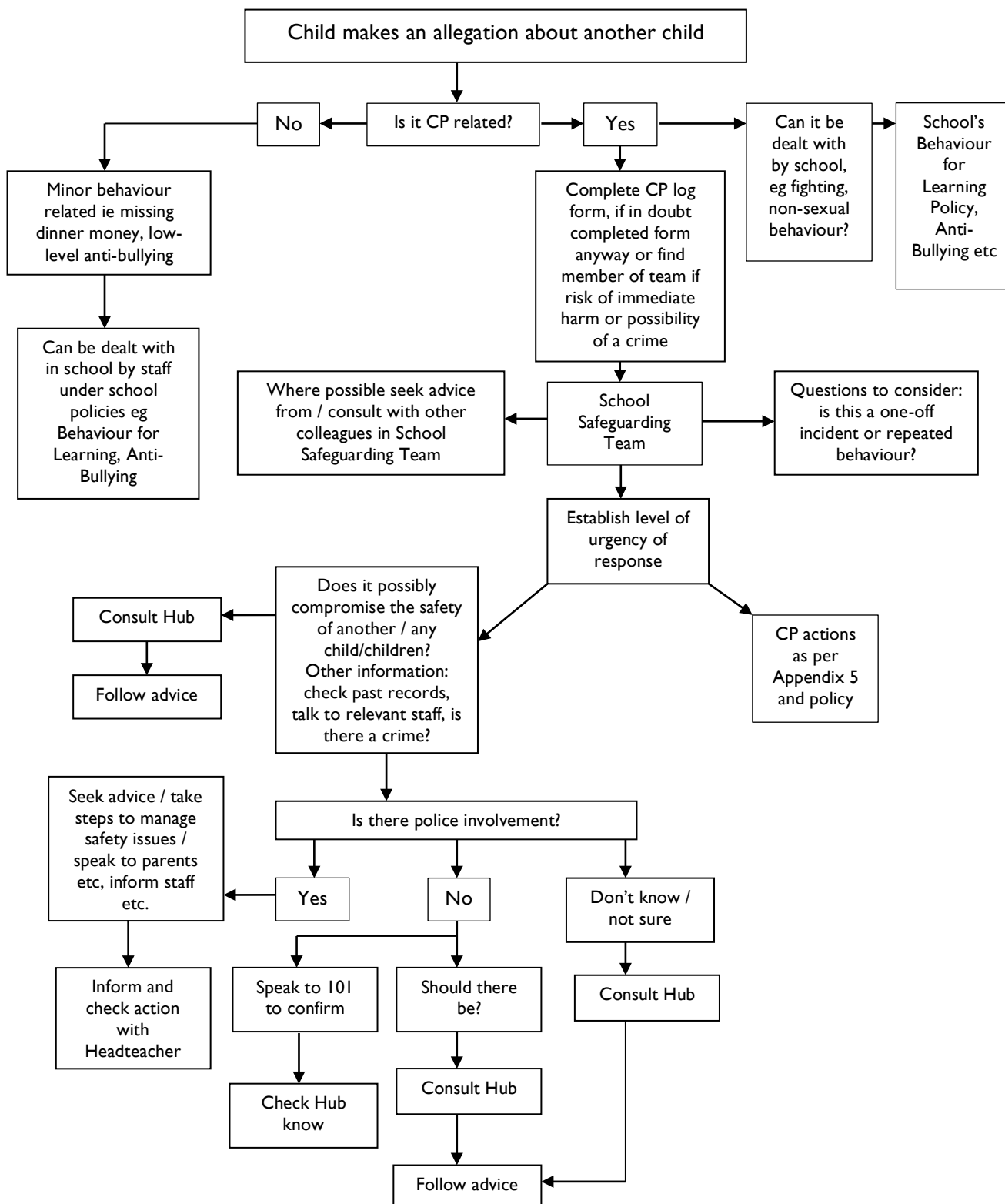
To be used (where appropriate) with Child Disclosure/Concern Record



Front

Back

Dealing with Allegations Against Other Children



Examples (non-exhaustive) of incidents that require an urgent response and are child protection issues (in and out of school):

- Serious physical assault
- Sexual assault
- Child Exploitation
- Supply of drugs and other illegal substances or legal highs