



# Child Protection Policy



Where children come first...

## **Beckstone Primary Safeguarding Team;**

School Staff;

Debbie Cook – Education Support Manager – **Designated Safeguarding Lead & Designated Person Children Looked After**

David Warbrick – Head – **Deputy Designated Safeguarding Lead**

Jude Yoxall – Deputy – **Deputy Designated Safeguarding Lead**

School Governing Body;

Angela Johnston – Nominated Governor

Please also refer to the pictured document - issued to all staff and found in Staff Files> Safeguarding on the desktop



*'Behaviour is excellent; pupils say they feel safe in school.  
Children's welfare is given a high priority - Ofsted 2011'*

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## Introduction

The Governors and Staff of Beckstone Primary have a shared responsibility for safeguarding and it explicitly states in the School's Mission Statement that 'Beckstone Primary School is committed to ensuring all children are safeguarded and that pupil welfare is paramount'. As a consequence Beckstone Primary School will;

- establish and maintain an ethos where **children feel secure, valued and are listened to** within an open and positive school atmosphere, with a teaching and Pastoral Care team that act in the child's best interest and supports its pupils, as stated in the school's mission statement.
- ensure that children know that there are trusted adults in school who they can approach if they are worried or in difficulty.
- include in the Curriculum activities and opportunities for PHSE, Drugs Education, E- Safety and 'Circle Time' which equip children with the skills they need to stay safe from abuse and to the potential risks associated with online activity, radicalisation & extremism.
- build into the Curriculum material/lessons which will help children develop realistic attitudes to the responsibilities of adult life, especially in relation to child care and parenting skills.
- will make any referrals necessary to ensure the well being of a pupil is safeguarded and that information is shared between agencies
- ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- ensure that children's identities and images are protected with regard to published information on the school, particularly on web sites and in the media
- ensure that the school is always a safe and protective environment

In addition the school will fully comply with national and local statutory duties and guidance.

**Working Together to Safeguard Children 2015** states:

'Safeguarding and promoting welfare is defined for the purposes of this guidance as:

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

**The Education Act 2002: Section 175 sect ii) states that**

*"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."*

The Policy applies **to all who come into contact** with children in the School.

Including:

- Teachers
- Supply Teachers
- Teaching Assistants
- Students
- Lunch time Supervisors
- Visitors
- Parent Helpers
- Volunteers

If anyone working with children in the school has concerns that they are suffering or are at risk of suffering harm, they should seek advice from the **Designated Safeguarding Lead, Debbie Cook or from those named on the cover of this policy**. In their absence or if concerns remains they should contact **the Cumbria Safeguarding Hub** directly.

### **Supporting Vulnerable Pupils and Children at Risk**

Education staff has a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage and will always consider an Early Help Assessment and how to prevent concerns from escalating (See Appendix 3 – Cumbria's Thresholds, Wedge Model of Need)

If the child is at risk or possibly at risk of significant harm refer those concerns to the Cumbria Safeguarding Hub in line with Cumbria's Multi-Agency Threshold Guidance.

When a child is vulnerable, looked after, has special educational needs or is disabled, the school will have important information about the child's level of understanding and the most effective means of communicating with the child. The school will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour and to support them in line with their relevant plan. The school's Vulnerability Audit Team meet once a month and are well placed to plan for the correct course of action to support any child who becomes vulnerable at any given time.

It is 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 in accordance with his/her child protection plan.

Our Designated Lead for Children Looked After is: Debbie Cook as reflected on the cover of this policy, who will work with the virtual head ensuring that their needs are met and has the relevant training to enable her to carry out this role.

The school is part of 'Operation Encompass' where children who have witnessed domestic violence will be made known to the school by the Safeguarding Hub within 24 hours so that school can intervene and support as appropriate.

Our staff have an awareness of the current specific safeguarding issues as highlighted in Annex A of Keeping Children Safe in Education, September 2016, namely:

**Child Sexual Exploitation (CSE)** CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. 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.

### **Children Missing Education (CME)**

A child going missing from education is a potential indicator of abuse or neglect. We have procedures in place for CME and who to contact. The CME guidance is available in the Staff Files>Policies. All staff will inform the DSL if they have any concerns about a child's attendance.

## **Prevent**

Our school will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology by working in partnership with other agencies and Cumbria LSCB. We have a separate 'Prevent Policy', robust IT policies in place and our Designated Safeguarding Lead and deputies have undertaken Channel awareness & prevent training and understand the referral process. All staff are aware of the Prevent agenda and associated risks to children and young people. Any concerns staff may have are directed to the Single Point of Contact (SPOC), Debbie Cook the Education Support Manager.

Our curriculum promotes British Values and freedoms of expression, encouraging children to know their views count, value each other's views and values and provide them with opportunities to talk about their opinions and feelings.

## **So-called 'honour based' violence (HBV)**

HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead, Debbie Cook.

## **Female Genital Mutilation (FGM)**

The Designated Safeguarding Lead is aware of the guidance that is available in respect of FGM and is vigilant to the risk of it being practised. School staff are also aware of possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it. Teachers understand the mandatory duty to report known cases of FGM. A copy of the multi-agency practice guidance can be found at:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

## **Peer on Peer abuse**

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse and recognise that children are capable of abusing their peers. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence, sexual touching/assaults/sexting and initiation/hazing type violence. Beckstone Primary does not tolerate any type of peer on peer abuse and all concerns should be reported to the DSL and action taken. Incidents are recorded on the 'Safeguarding Pupil Concern Form' and incidents are followed up in family meetings and action plans are put in place. Victims are supported by the ESM through 1-1 sessions or signposted to the appropriate agency.

## **Framework for Protecting Children at Risk**

*"Schools should create and maintain a safe learning environment for children and young people and identify where there are child welfare concerns and take action to address them in partnership with other organisations where appropriate"* Working Together to Safeguard Children, 2015.

The development of appropriate procedures and monitoring of good practice are the responsibilities of Cumbria Local Safeguarding Children Board (LSCB). Chapter 3 of Working Together sets out in detail the arrangements and work of the Board. A summary can be found in the procedures manual on the Cumbria LSCB website.

Every Local Authority will maintain a record of all children who are subject to a 'Child Protection Plan'. Enquiries can be made to Cumbria Safeguarding Hub as to whether there is current or has been previous involvement of the service. Enquiries will be logged and will provide an indication to Children's Services staff of possible increased concerns in individual cases. The Hub staff also offer consultation to professionals in relation to concerns and possible referrals.

## **Roles and Responsibilities**

Beckstone Primary School has a key member of staff with whom all Child Protection issues should initially be discussed – this is the Designated Safeguarding Lead, Debbie Cook, Education Support Manager.

All adults working with, or on behalf of children, have a responsibility to protect children. Staff understand the difference between a ‘concern’ and ‘immediate danger or risk of harm’ and will respond accordingly.

All staff and volunteers should feel able to raise any concerns about a child or unsafe practice within the school, see also **Appendix 4 – flowchart to consider when contacting Cumbria Safeguarding Hub.**

- **The role of the Designated Safeguarding Lead – see Appendix 6 (pages 17-19)**

***The Designated Safeguarding Lead works closely with the Head and Deputy Head in this field and will:***

- have knowledge and skills for recognising and acting upon safeguarding concerns, ensuring that they attend training sessions organised by the County/Safe Haven Consulting (currently Level 1 -3 trained) and so maintain regular continual professional development in this area (**see Appendix 2**)
- play a crucial role in acting as a source of expertise and advice to colleagues within school.
- ensure the people and agencies that need to know the policy are given this information and have access to this.
- ensure this policy and practice is enacted out in school and is given a high degree of priority at this school.
- take responsibility for the co-ordination of action within school.
- ensure inter agency liaison with The Hub, Children’s Services and other units/agencies.
- ensure confidentiality, sharing information on a **need to know** basis (this will include Education Support Managers, SEN support staff, subject leaders or other agencies as appropriate) in line with Safeguarding procedures.
- ensure detailed, accurate records of concern, appropriate chronologies & referrals are maintained and all safeguarding information is stored separately from a pupils school/record file, currently in the a lockable filing cabinet in the Rainbow Room
- refer concerns about pupils who may have disappeared or whose transfer has raised concerns via the Children’s Missing Education Officer, Janice Ogilvy, Tel: 01946 505558 (see statutory CME guidance, Sept 2016)
- ensure that safe recruitment and selection processes are used when employing new members of staff to the school. This will include checking any gaps in periods of employment indicated on application forms.
- ensure that at least one member of the interview panel has undertaken appropriate safeguarding and recruitment and selection training (see safeguarding plan)
- ensure that all recruitment interviews include reference to safeguarding & all successful candidates have enhanced DBS disclosures and references are followed up and where relevant all staff sign a child care disclosure disclaimer.
- ensure that induction procedures for all new adult starters include outlining this policy and safe working practices guidance before working at the school
- ensure that **all** staff receive and understand, part 1 of Keeping Children Safe in Education, September 2016 (as indicated on the cover of this policy) and are aware of the specific safeguarding issues and associated risks as

- reflected in Annex A of the guidance and pages 3 - 4 of this policy.
- ensure all staff receive the LADO – Allegations Procedure Flow Chart (Appendix 5) and that the documents stated above are part of our induction procedures.
- ensure **all** staff have had appropriate safeguarding training with a ‘refresher’ INSET annually for all staff (see training plan – see **Appendix 1**).
- All staff receive and sign an ICT code of conduct with regards to appropriate usage and online behaviour.

## Role of the Governing Body

**Safeguarding children is a ‘collective responsibility’ for the whole of the Governing Body.** Every school should have a trained Nominated Governor for Child Protection, in this school it is Mrs Angela Johnston. She will ensure that the Designated Safeguarding Lead and deputies receive the same level of training relevant to their roles, refreshed every two years with annual updates. The safeguarding team brief and share their expertise regularly with staff and Governors. In addition the Nominated Governor will ensure that the Governing Body:

- has child protection procedures in place that reflect best practice
  - has a standing safeguarding item on the governing body agenda and that is clearly reflected in the minutes
  - understand their roles and responsibilities in relation to allegations against staff and volunteers to ensure that all procedures are followed and comply with Cumbria LSCB guidance - Allegations against Staff see: [www.cumbrialscb.com](http://www.cumbrialscb.com) (there is a link in Staff Files>Safeguarding) — ‘Allegations against Staff’.
  - If the allegation is against a member of staff the Head contacts the Local Authority Designated Officer (LADO as still referred to in Cumbria) via the Multi Agency Business Support Team on 01768 812267 or email [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk) **within one working day**  
If you cannot get through to the LADO you can contact the **Cumbria Safeguarding Hub** on: 0333 240 1727
  - If the allegation is against the Headteacher then the Chair of Governors liaises with the LADO directly.  
**All allegations must be reported within one working day to the LADO. To report a concern please use the Allegation Notification Form available from the Cumbria LSCB website:**  
**<http://www.cumbrialscb.com/professionals/lado.asp>**
- See also **Appendix 5** for flow chart for allegations.
  - Adheres to safer recruitment practice and the collation of a **Single Central Record** in line with Ofsted & Keeping Children Safe in Education, September 2016 including DBS checks for all governors. All relevant staff sign a self declaration in line with the Childcare Disqualification requirements.
  - The Pupil & Curriculum Committee has delegated responsibility for safeguarding and will annually review practice, policy and procedures (Autumn term) and feedback to Governors/staff any changes, training requirements, legislation etc.

# Procedures

The procedures to follow are clearly set out on the Cumbria LSCB website. This is accessible by logging onto: [www.cumbrialscb.com](http://www.cumbrialscb.com) (link in Staff Files>Safeguarding), where the procedures and full guidance on all areas of safeguarding children are available.

## **Informing**

- In addition to face to face and e-learning training staff will be kept informed about Safeguarding procedures through annual updates and regular discussion to ensure they receive updated information.
- New staff will receive this policy and key safeguarding information and access E-learning Level 1 training to ensure they understand the Safeguarding procedures. They will be shown where they can access the information (Cumbria LSCB website) and who to discuss any concerns with as part of the induction process.
- All staff are required to read and sign the 'Safeguarding Staff Code of Conduct' as part of the school's induction procedures as well as Part 1/Annex A of Keeping Children Safe in Education, 2016 which all staff have an understanding of.
  
- All staff should be aware of the allegations against staff procedures - see Appendix 5. A safe culture of Whistleblowing is promoted. The NSPCC helpline (0800 028 0285) is available for staff to raise concerns email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)) and posters are displayed in school.
- A statement is included in the school prospectus and a parents leaflet is available (in the policy carousel in reception) informing parents of the school's duties and responsibilities with regard to safeguarding. This is also regularly featured in the school's monthly newsletter.

## **Action**

Staff in Beckstone Primary School are in a good position to keep a watchful eye on children and their safety and to protect them from abuse and neglect. If they have concerns they must inform the Designated Safeguarding Lead (Mrs Cook) immediately (see also Appendix 4 – page 15)

If a child discloses any kind of abuse, the 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.

Any disclosures or concerns should immediately be recorded and discussed with the designated safeguarding lead.

It is the responsibility of the designated safeguarding lead to inform the Cumbria Safeguarding Hub. If the designated safeguarding lead does not do this and the person who had made the initial referral remains concerned, then they need to exercise their own judgement and make the referral to the Hub themselves. All referrals should be made through customer advisers/duty social workers who are based in the Cumbria Safeguarding Hub, Penrith which covers the whole of Cumbria.

If you are uncertain whether to refer a child you can ask to speak to a duty social worker to discuss your concerns and provide you with advice/consultation.

The county hub telephone number of this 24 hour service is: **0333 2401 727**

Anybody with a concern about a child in Cumbria can contact Cumbria Safeguarding Hub on this single number.

Calls between 9am to 5pm Monday to Thursday and 9am to 4:30pm Friday will go direct to the Hub for action.

Emergency calls during evenings and weekends will be answered by the emergency duty team that can be contacted on the same number.

Cumbria Safeguarding Hub (out of hours)

Telephone: **0333 2401 727**

When making a referral to the Hub, you should complete the online Cumbria

Safeguarding Hub Single Contact Form. This is available to complete on the Cumbria LSCB website (Quick Links – Safeguarding Concern for Child Form)

Please complete and print a copy **before** sending - the Safeguarding Hub will email a reference number of receipt. If a child has an Early Help assessment, this should be submitted as additional supporting information to the referral, and may supplement some of the information in the Cumbria Safeguarding Hub Single Contact Form.

Staff should also keep a log of the incident, this should 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
- Name of person making the referral/comment
- Nature of injury (if any) & record
- Grounds for suspicion
- Record any conversations with child/parents or carers and actions taken, including dates and times

### **Professional Confidentiality**

Well kept records are essential to good Safeguarding Practice.

Concerns about welfare or behaviour should be recorded. These notes are confidential and need to be kept away from the school records and are kept in the Rainbow Room in the lockable filing cabinet.

Chronologies will be maintained for children whose level of need warrants them. Safeguarding notes, minutes, referrals, etc, should be kept separate to the child's main school file, again, in the same place as above.

If a child transfers or leaves the school, all Safeguarding records will be passed from the designated safeguarding lead at Beckstone Primary to the designated safeguarding lead of the receiving school. If files need to be posted, a record of receipt will be obtained.

## **Attendance at Strategy Meetings and Case Conferences/Core Group Meetings**

The school will do its utmost to ensure that the designated safeguarding lead or if more relevant the class teacher attends these meetings at any time of year and the identified staff receive the relevant support. There may be occasions when the Education Support Manager (Debbie Cook) will be invited to attend by herself or alongside the teaching member of staff. The school will ensure that appropriate reports and relevant information is shared and that they work effectively with others.

Reference should also be made to the following documentation and the school's linked policies;

| <b>Documentation</b>                                       | <b>Where found</b>   |
|--|--|
| Cumbria LSCB Guidance & procedures                         | <a href="http://www.cumbrialscb.com">www.cumbrialscb.com</a> |
| 'Keeping Children Safe in Education' September 2016        | In Staff Files>Safeguarding folder on desktop                |
| Online Training Certificate Recruitment & Selection Policy | In Safeguarding File in HT'                                  |
| Health & Safety Policy                                     | In policy carousel or Staff Files>Policies                   |
| PSHE Policy  | In policy carousel or Staff Files>Policies                   |

|  |  |
|--|--|
| Attendance Policy  | In policy carousel or Staff Files>Policies   |
| Children Missing Education, Sept 16                                  | In Staff Files>Safeguarding folder on desktop  |
| ICT policy   | In policy carousel or Staff Files>Policies   |
| E Safety Policy  | In policy carousel or Staff Files>Policies   |
| SEN Policy   | In policy carousel or Staff Files>Policies   |
| Equal Opportunity Policy   | In policy carousel or Staff Files>Policies   |
| Behaviour Management Policy<br>Positive Handling                     | In policy carousel or Staff Files>Policies   |
| Anti Bullying/Cyber Policy   | In policy carousel or Staff Files>Policies   |
| First Aid Policy<br>Administration of Medicine                       | In Staff Files>Policies & School Prospectus  |
| Whistle Blowing Policy<br>NSPCC Whistle Blowing Poster               | In Staff Files>Policies  |
| Intimate Care Policy   | In Staff Files>Policies  |
| Media/Images of Children   | In School Prospectus, Home School Agreement and annually in 1 <sup>st</sup> newsletter of year |
| Safe School/Safer Working Practice<br>Guidance/Staff Code of Conduct | In Staff Files>Policies named 'Safeguarding Code of Conduct'                                   |
| Sex and Relationship Policy  | In Staff Files>Policies  |
| Inclusion/Children Looked After                                      | In Staff Files>Policies  |

Availability of the Designated Safeguarding Lead/Deputies:

The DSL or deputies will ensure they are available out of school careers when the need arises.

This policy was written by the Head Teacher/Designated Safeguarding Lead

Signed \_\_\_\_\_

Date \_\_\_\_\_

Adopted by the Governing Body on (date) \_\_\_\_\_ 2017 as reflected in the minutes.

Signed \_\_\_\_\_ (Chair of Governors)

To be reviewed at least annually and updated as required: \_\_\_\_\_

**Safeguarding Children - Training Plan**

**Safeguarding Training and Development Plan 2017 - 2019**

**Designated Safeguarding Lead: Mrs Debbie Cook**  
**Nominated Governor: Mrs Angela Johnston**

**Deputy Designated Safeguard Leads: Mr David Warbrick**  
**Mrs Jude Yoxall**

|  | <b>Level 1<br/>Basic Awareness<br/>(Whole School)</b>                           | <b>Level 2<br/>Refresher<br/>Designated<br/>Personnel</b>                            | <b>Level 3/Refresher<br/>Designated<br/>Personnel</b>                                | <b>Nominated<br/>Governor/<br/>Governing Body<br/>development</b>  | <b>Safer Recruitment<br/>(Governing Body<br/>Representatives)</b> | <b>Child Protection<br/>Policy<br/>(Annual<br/>Review/Regular<br/>Updates)</b>  | <b>Prevent<br/>(4<sup>th</sup> Jan 2016<br/>All staff)<br/>FGM/CSE Des Pers<br/><b>*Dates to be added</b></b> |
|---|---|--|--|--|---|---|---|
| <b>Spring<br/>2017</b>  | <b>Spring 1</b><br>On line Level 1<br>Refresher for all<br>Staff                |  |  |  |   | <b>Spring 1</b><br><b>Feb 2017</b><br>Formal Policy Review<br><b>SHC</b> Child Protection<br>Policy Shared &<br>Adopted by<br>Governing Body        |   |
| <b>Summer<br/>2017</b>  | <b>Summer 1</b><br>Safeguarding<br>update                                       |  | <b>Summer 2</b><br>S H Consulting to<br>David Warbrick<br>Debbie Cook<br>Jude Yoxall | <b>Summer 1</b><br>S H Consulting to<br>Whole Gov Body -<br>Collective<br>Responsibility for<br>Safeguarding |   | <b>Summer 1</b><br>DSL/School update  |   |
| <b>Autumn<br/>2017</b>  | <b>Autumn 1</b><br>Safeguarding<br>update                                       | <b>Autumn 1</b><br>'Safeguarding – The<br>Bigger Picture'<br>Conference              |  | <b>Autumn 2</b><br>S H Consulting<br>Angela Johnston<br>or new Nom Gov                                       |   | <b>Autumn 1</b><br>DSL/School update  | <b>Autumn 1</b><br>Prevent Refresher for<br>all Staff   |
| <b>Spring<br/>2018</b>  | <b>Spring 1</b><br><b>SHC</b> Level 1 face to<br>face training for all<br>Staff | <b>Spring 2</b><br>S H Consulting to<br>David Warbrick<br>Debbie Cook<br>Jude Yoxall |  |  |   | <b>Spring 1</b><br><b>Feb 2018</b><br>Formal Policy Review<br><b>SHC Child</b><br><b>Protection</b> Policy<br>Shared & Adopted by<br>Governing Body |   |

|                        | <b>Level 1<br/>Basic Awareness<br/>(Whole School)</b>            | <b>Level 2<br/>Refresher<br/>Designated<br/>Personnel</b> | <b>Level 3<br/>Designated<br/>Personnel</b> | <b>Nominated<br/>Governor/<br/>Governing Body<br/>development</b> | <b>Safer Recruitment<br/>(Governing Body<br/>Representatives)</b>      | <b>Safeguarding Policy<br/>(Annual Review)</b>  | <b>Prevent<br/>CSE/FGM<br/>Specific Training<br/>for Designated<br/>Personnel</b> |
|------------------------|--|---|---|---|--|---|---|
| <b>Summer<br/>2018</b> | <b>Summer 1</b><br>Safeguarding<br>update                        |   |   |   |  | <b>Summer 1</b><br>DSL/School update  |   |
| <b>Autumn<br/>2018</b> | <b>Autumn 1</b><br>Safeguarding<br>update                        |   |   |   | <b>Autumn 2</b><br>David Warbrick<br>Angela Johnston<br>Rev. J. Powley | <b>Autumn 1</b><br>DSL/School update  |   |
| <b>Spring<br/>2019</b> | <b>Spring 1</b><br>On line Level 1<br>Refresher for all<br>Staff |   |   |   |  | <b>Spring 1</b><br><b>Feb 2019</b><br>Formal Policy Review<br><b>SHC</b> Safeguarding<br>Policy Updated &<br>Adopted by<br>Governing Body |   |

\* **Additional relevant dates to be added to the cycle as confirmed.**



**Safe Haven Consulting**

## Appendix 2

# Safeguarding Children - Training Record

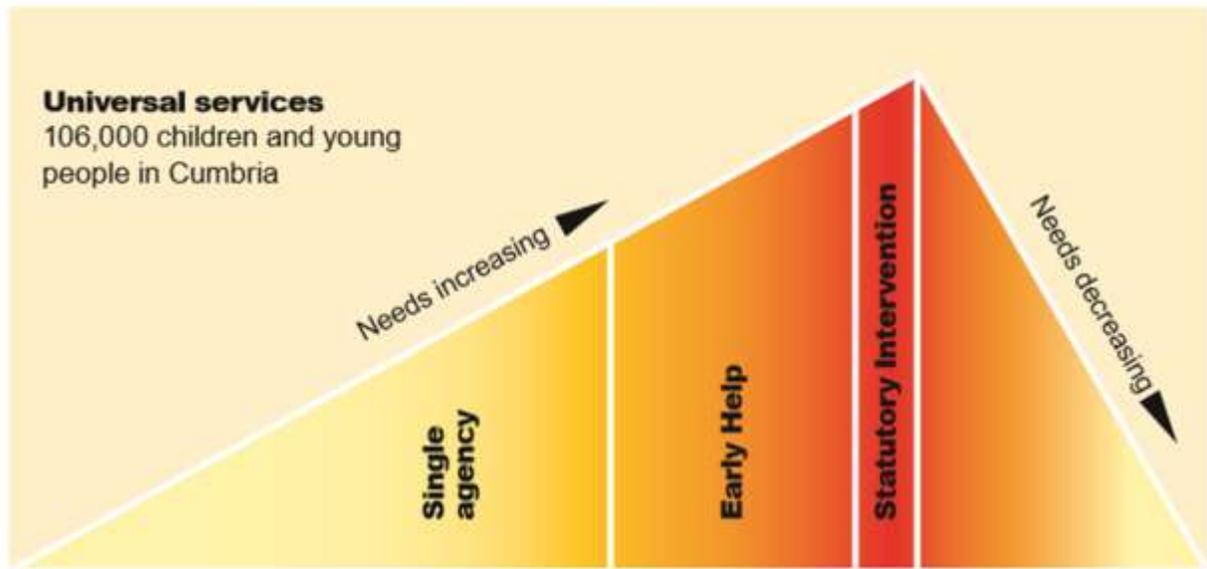
\* Annual Level 1 Training  
alternating between face to  
face & e-learning/Prevent

| Personnel  | Training to date  | Update needed                                 |
|--|---|---|
| Mrs D. Cook – Education Support manager – Designated Safeguarding Lead | Online/face to face Level 1 Training – Jan 17<br>Level 2/Refresher – March 16, Conf Sept 17<br>Level 3 Training – June 2015   | Jan 18<br>Mar18<br>Jun17                      |
| Mr D. Warbrick – Headteacher - Deputy DSL                              | Online/face to face Level 1 Training - Jan 17<br>Level 2/Refresher – March 2016<br>Safer Recruitment Training – Nov 2013<br>Level 3 Training – April 2015<br>Governor Training – May 2015 | Jan18<br>Jan 18<br>Mar 18<br>Nov 17<br>Jun 17 |
| Mrs A. Johnston – Safeguarding Governor                                | Online/face to face Level 1 Training - Jan 17<br>Safeguarding Training, Nominated Governor – March 2015<br>Safer Recruitment Training – Nov 2013<br>Governor Training – May 2015          | Jan 18<br>Mar 17<br>Nov 18<br>Jun 17          |
| Rev. J. Powley   | Safer Recruitment Training – Nov 2013   | Nov 18  |
| Mrs Jude Yoxall – Deputy Head – Deputy DSL                             | Online/face to face Level 1 Training - Jan 17<br>Safer Recruitment Training – Feb 2016<br>Level 2/Refresher Training – 2016<br>Level 3 training – June 2015                               | Jan 18<br>Feb 21<br>Mar 18<br>Jun 17          |
| Mrs J. McKeating – Teacher   | Face to Face Level 1 training – Safe Haven 9/9/14<br>Online Level 1 Safeguarding training –Jan 16   | Jan 18<br>Sept 17                             |
| Ms A. Bagley – Teacher   | Online/face to face Level 1 Training – Jan 17   | Jan18   |
| Ms A. Cunningham   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs S Holliday– Teaching Assistant                                     | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs C. Boyd – Teaching Assistant                                       | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Ms S. McKeating – Teaching Assistant                                   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs A. Blamire – Teaching Assistant                                    | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Ms J. Ollett – Teacher   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Ms H. Gorman – Teacher   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs P. Vaughan - Admin   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs N. Rosser - Admin  | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs A. Walker – Teaching Assistant                                     | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Ms R. Maskew - Teacher   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mr S. Fleming - Teacher  | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mt M. Milner – Part time MusicTeacher                                  | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs A Needham – Teacher & SENCO  | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs S Beecroft   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs L. Strong – Teacher  | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs C. Sewell – Teaching Assistant                                     | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs M. Pike – Teacher  | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Ms V. Forster– Teaching Assistant                                      | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs E. Chambers – Teaching Assistant                                   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs D. Potts - Teacher   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mr C. Wilson – ICT Tutor   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Ms K. Harris - Teacher   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs B. Cunningham – Teaching Assistant                                 | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Miss L. Wildgoose – Teaching Assistant                                 | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs F. Teasdale – Teaching Assistant                                   | Online/face to face Level 1 Training – Jan 17   | Jan 18  |
| Mrs H. Starkey – Teaching Assistant                                    | Online/face to face Level 1 Training – Jan 17   | Jan 18  |

|                                       |   |        |
|---------------------------------------|---|--------|
| Mrs L. McCully– Teaching Assistant    | Online/face to face Level 1 Training – Jan 17 | Jan 18 |
| Mrs A. Armstrong – Teaching Assistant | Online/face to face Level 1 Training – Jan 17 | Jan 18 |
| Rebecca Davis – NVQ Apprentice        | Online/face to face Level 1 Training – Jan 17 | Jan 18 |
| All Mid-Day Supervisors               | Online/face to face Level 1 Training – Jan 17 | Jan 18 |

# Cumbria's Multi-Agency Thresholds (Appendix 3)

## The Wedge Model of Need



Early Help Assessment completed when there is an emerging need or when needs decrease and the work can step down.

| Level of need                 | Level of support to meet need   |
|-------------------------------|---|
| <b>Universal services</b>     | Universal services are available to all children and young people. The most easily identifiable universal services that children and families will access are primary health and education.   |
| <b>Single agency</b>          | This is the first level of intervention after universal services. It is a single setting/single agency response based on a dialogue with the child/family. The needs of a child or young person can be met by additional support from one agency.   |
| <b>Early help</b>             | A professional seeking advice and input from other agencies in order to meet a child's unmet needs. Discussion would first take place with the child/family to identify needs and agree outcomes and actions. Early Help Assessment (EHA) and plan of work would be initiated at this stage. Intervention is aimed at preventing escalation to statutory intervention. Evidence of an Early Help Assessment and intervention will help support a referral for statutory intervention if required at a later date. |
| <b>Statutory Intervention</b> | The highest level of multi-agency intervention. Statutory intervention takes place in response to complex needs, involving multi-agency specialists where the consequences of non-intervention could lead to serious harm. These children may be at risk of becoming looked after or subject to a Child Protection plan. This level also includes children with severe disabilities or complex learning difficulties. Contact with the County Safeguarding Hub is appropriate.                                    |

# Cumbria Safeguarding Hub & Early Help (Appendix 4)

Karen Ross – Early Help Officer (West) Allerdale & Copeland – 07885 405708

**Cumbria Safeguarding Hub: 0333 240 1727**

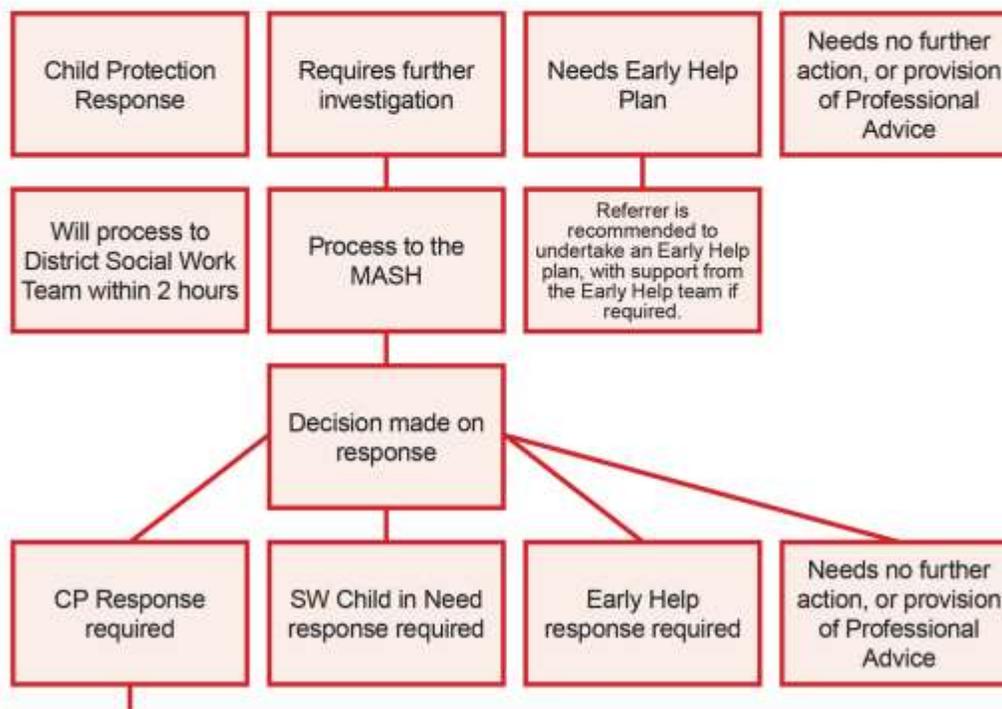
## Contacting Cumbria Safeguarding Hub

### Consider

Does this child need an immediate child protection response if so continue to report your concern to the Hub. **IF NOT:**

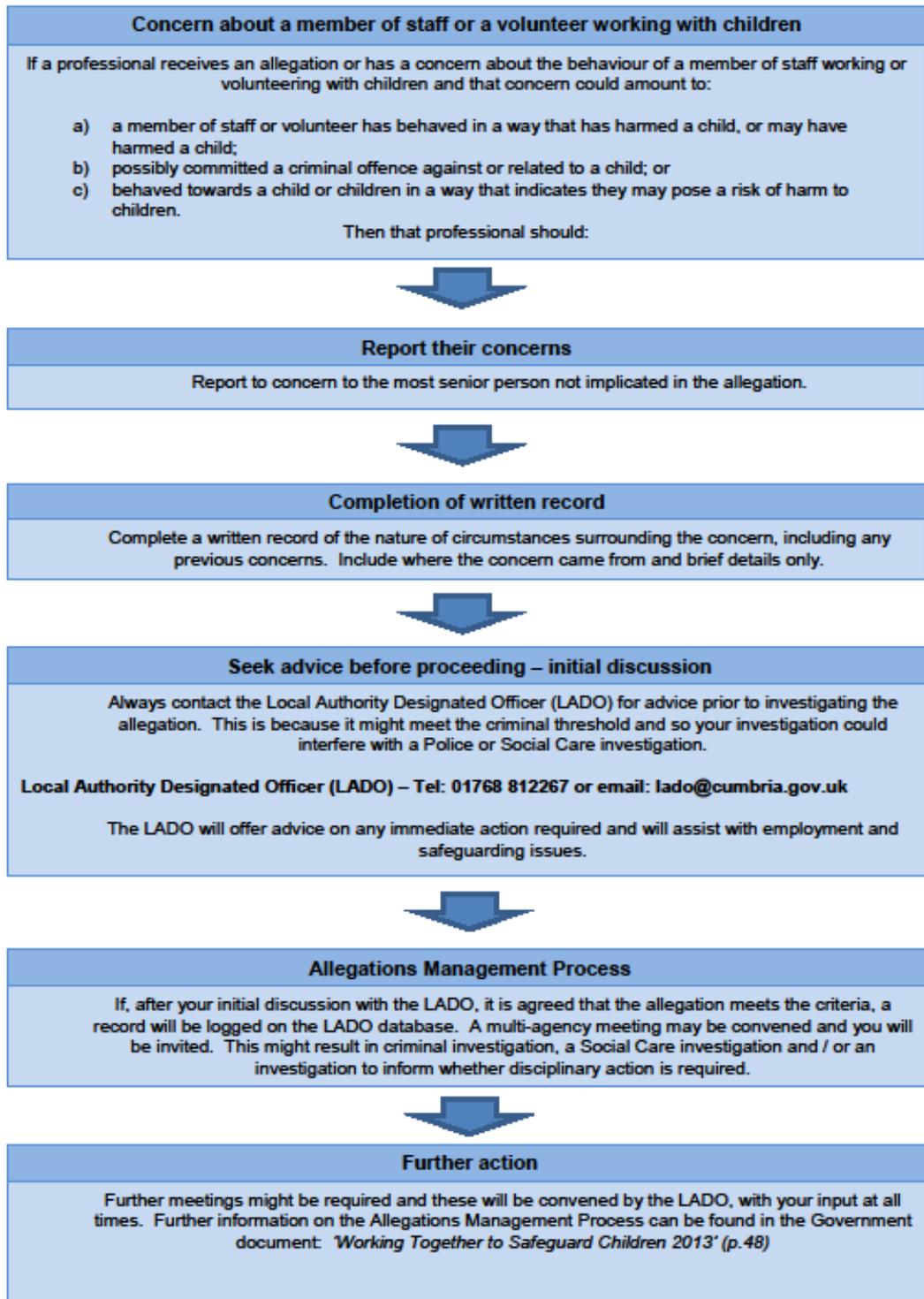
- Could this child be helped by an Early Help Plan?
- Can I identify other professionals to contribute to an Early Help Plan ?
- If so please seek support from your own service advisor or the Early Help Team to work with the family to prevent escalation of need.

Unless your contact requires an immediate child protection response the Hub will ask you about the recent Early Help Plan and Team around the child meetings and will make a decision about the level of vulnerability. This will be either:



We trust you will be part of an agreed outcome in line with the Cumbria Threshold Guidance. Where decision have been made following the Hub episode we will provide feedback on the destination of your contact via email or letter. However you are also responsible for knowing what has happened to your concern, so if you have not had any feedback within 72hrs you MUST contact the Hub and ask.

## Summary of Allegations Management Procedures



Please note the terminology: page 54 of the statutory guidance - Working Together to Safeguard Children (March 2015) & Keeping Children Safe in Education (September 2016) now refers to a 'Designated Officer' DO role instead of LADO, which Cumbria still refers to.

# **Annex B: Role of the Designated Safeguarding Lead**

## **(Appendix 6)**

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Undertake training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and

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

### **Raise Awareness**

The designated safeguarding lead should:

- Ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **Availability**

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

**Annex B: Extract from Keeping Children Safe in Education September 2016  
(pages 59-61)**