

ROLES September 2018	
Senior designated safeguarding lead	Dan Hinton (Head teacher)
Deputy designated safeguarding lead	Julia McDonald (Deputy Head teacher)
Deputy designated safeguarding lead	Rib Williams (Deputy Head teacher)
Safeguarding Governor	Ruth Cutler (contact via school office)
Safer Recruitment	Rib Williams
Safer Recruitment	Dan Hinton
Safer Recruitment	Julia McDonald
Safer Recruitment	Karen Little
Safer Recruitment	Ruth Cutler
Designated teacher for Children Looked After	Julia McDonald

Author	Dan Hinton
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### **Vision:**

Achievement for All.

### **Mission:**

To fulfil this through developing every child's personality, abilities and talents to the full, to be the best they can be.

Sandgate School is committed to reflecting the United Nation Convention on the Rights of the Child in its policies and practice. The rights of the child considered to be especially relevant to this policy include:

- Right 3: The best interests of the child must be a top priority in all things that affect children.
- Right 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Right 19. Children must be protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Right 33 Children must be protected from the use of illegal drugs.
- Right 34. Children must be protected from sexual abuse and exploitation.
- Right 36 Children must be protected from all other forms of bad treatment.

### Equality Impact

This policy recognises that every member of staff, governor and volunteer is responsible for ensuring that safeguarding at Sandgate school is integral to the daily life of every one of our children. Sandgate school treats all students and children as individuals (regardless of age, background, need or academic level) and strives to ensure they are safe and protected whilst they learn to take risks as they develop and grow.

## **1. Purpose of the Safeguarding/Child Protection Policy**

- 1.1. An effective whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound internal school/service procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways that support and protect the needs of the child alongside the broader safeguarding of all children which is at the forefront of school life and incorporated into our day to day practice.

## **2**

Author	Dan Hinton
Date amended	September 2018
Date approved at Governing body	September
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## 2. Introduction

- 2.1 The aim of the Safeguarding/Child Protection Policy at Sandgate School is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.

Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to identify a 'trusted adult' if they are worried or are concerned about something.

- 2.2. Our school fully recognises the contribution it can make to protect children and support pupils in school.

There are four main elements to our Safeguarding Policy.

(a) *Prevention:*

The school promotes a positive atmosphere across all areas of its work, including pastoral support to pupils and the wider family. Small class sizes, with a high number of adults within the class team, ensure there is a good oversight of pupils at all times, with extensive opportunities for individual pupils to receive specific support where needed. On-going liaison with families supports development of pupils' communication skills, self-help skills and behaviour management skills. Keeping Children Safe in Education (KCSIE) 2018 (Sept update) makes it clear that an Early Help referral or referrals to the Children with Disabilities team draws in extra support for the family, with Team Around the Child meetings regularly convened for pupils whose needs are highly complex and involve many professionals, to aid co-ordination of their support.

(b) *Protection:*

Following agreed procedures ensures staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Safeguarding concerns.

(c) *Support:*

Our procedures are designed to support both pupils and school staff. Staff should always seek further clarification or support if they feel they need this, in relation to any safeguarding or child protection matters. Support should be given to children who may have been abused, or are vulnerable in other ways.

(d) *Action:*

Through relevant training, all adults working in our school make informed, timely and relevant decisions and take appropriate action to ensure all children are safe and have the best outcomes.

- 2.3 This policy applies to all pupils of the school, of whatever age, and to all teaching, support and volunteer staff and visitors and governors at Sandgate School.

## 3. School Commitment

- 3.1. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse.

Our school will therefore:

### 3

Author	Dan Hinton
Date amended	September 2018
Date approved at Governing body	September
Date for review	September 2019

- (a) Establish and maintain an ethos and physical environment where children feel secure, have equal rights to being safe and protected and are encouraged to talk, and are listened to.
- (b) Ensure that children know that there are trusted adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE/Citizenship, which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### 4. Framework

- 4.1 Safeguarding is the responsibility of all adults especially those working with children and young people. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Cumbria Local Safeguarding Children Board (LSCB). The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.
- 4.2 The Children Act 2004 required each Local Authority to establish a Safeguarding Children Board. Chapter 3 of Working Together 2015 sets out in detail the arrangements for the work of each Local Safeguarding Children Board. A summary can be found in the procedures manual on our Cumbrian LSCB website. The LSCB has statutory objectives and roles to co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area and to ensure the effectiveness of what is done for those purposes.
- 4.3 Sandgate School does not operate in isolation. The Queen Katherine School, where our 14-19 students are based, supported by Sandgate staff teams, are integral partners in safeguarding the well-being of our young people. The SLT of each school have regular meetings, which provide the opportunity for information sharing in a structured way.

### 5. Roles and Responsibilities

- 5.1. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures. The names of those carrying these responsibilities for the current year are listed on the cover sheet of this document.
- 5.2 The role of the designated safeguarding lead and his deputies are clearly defined within Keeping Children Safe in Education September 2015 and the **2018 revision** and the broad areas of responsibility are reproduced and amended where appropriate below:

#### Managing Referrals

4

Author	Dan Hinton
Date amended	September 2018
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Refer all cases of suspected abuse to the local authority children's social care and:

- The designated officer (still known as the Local Authority Designated Officer in Cumbria), (all cases that concern a member of staff, including any concerns about the proprietor of an independent school).
- Disclosure and Barring Service (all cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed)

Liaise with the Safeguarding Governor to inform her of issues especially ongoing enquiries under section 47 of the Children Act and police investigations.

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and deciding whether to make a referral by liaising with relevant agencies.

### Training

The senior designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment system for early help and intervention, for example through locally agreed and common assessment systems, such as early help assessments
- Have a working knowledge of how a local authority conducts child protection conferences and a child protection review conference and be able to attend and contribute effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school may put into place to protect them.

### Raising awareness

The senior designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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 in this.

- 5.3 The governing body should ensure it complies with its duties under legislation. It must also have regard to its responsibilities under Keeping Children Safe in Education guidance to ensure that the policies, procedures and training of the school is effective and complies with the law at all times.

## 5

Author	Dan Hinton
Date amended	September 2018
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The governing body should ensure the school contributes to inter-agency working in line with statutory guidance in Working Together To Safeguard Children (section 2). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The governing body should ensure that their safeguarding arrangements take account of the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Children's Safeguarding Board.

The governing body should ensure that there is an effective child protection policy in place, together with a staff behaviour policy which should amongst other things include staff/pupil relationships and communications including social media. Both should be provided to staff-including temporary staff and volunteers- on induction.

The governing body should put in place appropriate safeguarding responses to children who go missing from education.

The governing body has appointed an appropriately trained Safeguarding Governor who meets with the designated safeguarding lead half –termly or more frequently where necessary. The role of the governor is to receive information regarding referrals, child welfare issues, training, and any other relevant matters. A termly report is made to the governing body which ensures that details or names are not given in relation to specific safeguarding situations to protect confidentiality and to ensure that, should an internal investigation be required, an appropriate committee, and possibly subsequent appeal committee, can be formed. The Safeguarding governor will also be informed of how any changes to practice and procedures have been communicated to the staff team (usually through the weekly briefing, staff meeting, training carousels or additional meetings called.) Staff also have the chance to influence and shape safeguarding arrangements as this is a standard agenda item at the weekly staff meeting.

Governors also have significant monitoring duties in school and are therefore well-placed to observe on-going practice and raise any concerns directly with the designated safeguarding lead.

- 5.4. All county level and unitary local authorities should designate officers (Local Authority Designated Officer (LADO) in Cumbria) to be involved in the management and oversight of individual cases of allegations in relation to those who work with children and young people. The LADO will:
- Provide advice and guidance to employers and voluntary organisations
  - Liaise with the police and other agencies and
  - Monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process

All staff have access to a copy of the Allegations Management Procedure Flowchart in both staffrooms and are aware of the procedures.

- 5.5 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff

## 6

Author	Dan Hinton
Date amended	September 2018
Date approved at Governing body	September
Date for review	September 2019

has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO/Designated Officer and/or HR.

5.6 The Childcare Act 2006/Childcare (Disqualification) Regulations 2009, places separate and additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the Regulations, the Act and Regulations disqualify staff from:

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

The governing body has decided that as all pupils within the school are potentially vulnerable owing to the high level of personal care and support to develop independence skills, and their developmental, as opposed to chronological, age, that these regulations will apply to all staff in the school, regardless of the age group with whom they currently work.

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

## 6. Procedures

6.1 Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding Procedures as stated on the Cumbria Local Safeguarding Children Board website.

- Staff are kept informed about child protection procedures through staff meetings on INSET training, including both initial and refresher training at the level appropriate to their role, and additional training through the annual in-house INSET programme as new procedures are introduced. The training covers all staff, not just those based in the classroom.

The school Safeguarding/Child Protection policy is available to parents on the school website, with a statement regarding our commitment to safeguarding in the school prospectus. There is a safeguarding leaflet for parents, which is updated and sent out annually.

Staff are aware of the Safeguarding Procedures, Cumbria's Early Help & Threshold Guidance (Wedge Model) and the Cumbria Safeguarding Hub Single Contact (referral) Form through their initial and refresher safeguarding training. These are located for staff accessibility and action on [www.cumbrialscb.com](http://www.cumbrialscb.com). These should always be used for new referrals to ensure the most current pro-forma is used, rather than over-writing previous forms.

## 7. Induction, Training and Support

7

Author	Dan Hinton
Date amended	September 2018
Date approved at Governing body	September
Date for review	September 2019



7.1 When new staff, students, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and told who the Designated Safeguarding Lead is. They will also be provided with the Child Safety and Welfare Concern forms and given information on how to complete them, who to pass them on to and discuss them with, should they have a safety and welfare concern at whatever level.

7.2 Our school will ensure that the senior designated safeguarding lead and deputy safeguarding leads, nominated governor and the governing body attend training relevant to their role.

7.3 All staff will have access to Safeguarding training, which is relevant and appropriate to their role. This should include training in procedures to follow, signs to note and appropriate record keeping, and are able to react appropriately if an incident should occur. Staff are aware of the four areas of abuse, physical, sexual, emotional and neglect, and that these can overlap. They are also aware that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. This can include:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Children with SEND being disproportionately impacted by bullying without outwardly showing any signs, and

Communication barriers and difficulties overcoming these barriers

Refresher training is provided for all staff as follows:

- Safeguarding Awareness (previously level 1) bi-annually for all staff.
- Intermediate (previously level 2) bi-annually for all teachers.
- Multi-agency (previously level 3) bi-annually for the senior designated lead and deputy designated leads.

Additionally, the senior designated safeguarding lead must keep up to date with safeguarding developments at least annually.

Safeguarding action plans are generated from all training, which ensures the school always has access to the most up-to-date regulations and practice. Annual additional training on key aspects of safeguarding is provided through the in-house INSET system, e.g. training on the school FGM policy took place at a twilight session in 2016, Chanel training Autumn 2017, KCSIE refresher took place in Autumn 2018.

7.4 The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff must receive and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

7.5 At least one member of any recruitment panel must be appropriately trained in safer recruitment. As of September 2014 that training must cover the content of the statutory guidance: Keeping Children Safe in Education.

## 8

Author	Dan Hinton
Date amended	September 2018
Date approved at Governing body	September
Date for review	September 2019



### 8. Professional Confidentiality

- 8.1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Safeguarding. Staff understand that maintaining confidentiality is a part of their code of conduct. The only purpose of confidentiality in this respect is to benefit the child. Confidential information regarding a child will be shared on a 'need to know' basis. This will usually consist of the senior leadership team and members of the child's class team, but is defined on a case by case basis. Staff who provide practical and emotional support to children pupils cannot give a guarantee to a child that they will not share the content of a conversation, if it is in the best interests of the child to do so, and the must explain this carefully if the need arises. If the concern is a lower level one, parents may be informed; however, parents will not be informed if to do so would place the child at greater risk, in which case an immediate referral will be made by the designated safeguarding lead to the Safeguarding Hub by telephone, with an electronic referral forwarded as soon as possible.
- 8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including to social care departments], must always, however, have regard to both common and statute law.
- 8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*GDPR 2018, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child.
- The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt. Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015) provides more in-depth advice if required.

### 9. Records and Monitoring

- 9.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- 9.2 The school uses two types of records relating to child welfare and child protection. The first is the 'Child Welfare and Safety log/Initial/Early Concerns form'. This is to be used when a member of staff has a lower level of concern about a child. The second is the 'Child Welfare and Safety log/Significant Concern form', which is of a level which could result in a child protection referral taking place immediately. Whenever staff have a concern of either type, this information should be passed to the designated safeguarding lead immediately, verbally if need be, with recording then taking place as soon as possible. Each form contains a 'further action' box, to record

## 9

Author	Dan Hinton
Date amended	September 2018
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Date for review	September 2019

decisions made. Safeguarding is a standard agenda item at the weekly senior leadership team meeting, and any concerns received that week will be shared and courses of action confirmed.

- 9.3 All records are stored in a locked filing cabinet in the office of the designated safeguarding lead, with access only to the two deputy safeguarding leads. Individual files are kept for specific children relating to each category of concern to ensure all information is readily available. When a child moves to a new class, the designated safeguarding lead will inform the new class team if concerns have been raised previously. If a child transfers or leaves the school, then the designated safeguarding lead will contact the designated safeguarding lead in the new school or college and ensure transfer of records.
- 9.4 If a child has a Child Protection Plan more direct monitoring will take place, or this may be required for some other reason, and staff may be asked to keep more detailed on-going notes under the guidance of the designated safeguarding lead. Under no circumstances should staff make notes concerning the welfare of a child which are not known to the designated safeguarding lead. All staff should be aware that parents have a right to request copies of any school records which relate to their child, and should ensure that recording is purely factual, and never speculative.
- 9.5 All injuries to a child (explained or unexplained) are checked by class staff who then inform a member of SLT. They then see the child and complete a Record of Injury Form, with nurse involvement if necessary, which is passed to the head teacher at the earliest convenience-ideally that day. Parents are informed and explanations sought, unless to do so would put the child at risk.

### 10. Attendance at Child Protection Conferences

- 10.1 A child protection conference brings together family members (and the child where appropriate), with the professionals most involved with the child and family, to make decisions about the child's future safety, health and development. The Chair of the Conference extends an invitation to the school rather than a named person. The designated safeguarding lead plus the class teacher would normally be the people who would attend from Sandgate School, although there may be some instances when it would be appropriate for the school nurse to attend also. All teachers have been trained to Intermediate level and further advice regarding how to support children who are subject to a child protection plan is available as required from the designated safeguarding lead.
- 10.2 Staff who attend should produce a relevant, concise and professional report for the Child Protection conference. The designated safeguarding lead will provide advice on the format according to the specific situation. All information should be factual and drawn from records with clear times, dates, and witnesses all noted.
- 10.3 It is acknowledged that it can be difficult to maintain an effective working relationship with parents at such times. However, it is important that parents continue to be treated as all other parents in the school or class although staff are encouraged to use the home school diary to communicate rather than telephone conversations, especially if the relationship is under pressure, as both parties will then be clear about what has been stated. The senior designated safeguarding lead again is available for practical advice and emotional support.

## 10

Author	Dan Hinton
Date amended	September 2018
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Date for review	September 2019

## 11. Supporting Pupils at Risk.

11.1 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 children at risk or for those children who are looked after. Whilst at school, their behaviour may be challenging and defiant and they may display behaviour that warrants sanctions and possible exclusion from school. However wherever possible it is vital that all attempts to support and safeguard the child in school are considered and appropriate external, specialist advice is sought from Children's Services.

11.2 It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support in accordance with his/her agreed Child Protection Plan.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

Keeping Children Safe in Education (September 2018) emphasises that schools must acknowledge that peer-on-peer abuse does exist. No one should assume 'it couldn't happen here'. The senior designated safeguarding lead must be copied into any bullying referrals. SLT consider all reported behavioural incidents, of any type, on a weekly basis and will give careful consideration to a possible emerging pattern. Any allegation of peer on peer abuse will be reported to the senior DSL through the school Early Concern/Significant Concern formats as appropriate, and those procedures then followed. Staff should be aware that sexting and other types of inappropriate online contact could be considered as peer on peer abuse, and should notify the senior DSL if they become aware of this. There can be different gender issues for example girls being sexually touched or boys being subject to initiation violence. (Further advice is due from CEOP in September 2016.)

11.3 All our children are vulnerable owing to their level of special educational need. However, our school will act to support children who are additionally disadvantaged, or Looked After. Our Designated Teacher for Children Looked After is the Deputy Head Teacher, who has the relevant training to enable the role to be carried out, and links through to the virtual Head Teacher for Children Looked after through termly contact with the CLA Progress teacher, who agree all Personal Education Plans.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

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Date amended	September 2018
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11.4 Our staff have an awareness of the current specific safeguarding issues as highlighted in Keeping Children Safe in Education, September 2016, and indicated below.

- **Child Sexual Exploitation (CSE)**

All staff have read part 1 of Keeping Children Safe in Education and are aware of signs and symptoms and possible indicators of abuse in relation to CSE.

- **Children Missing Education (CME)**

We have procedures in place for Children Missing Education and who to contact as outlined in the Children's Services Access and Inclusion, Missing Pupil Procedure.

- **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 robust IT policies in place and our Designated Safeguarding Lead and deputies have all undertaken Channel awareness during 2015/16. The Senior Designated Safeguarding Lead has undertaken a further half day training session on Prevent. Staff have received a briefing in line with Prevent Duties at a staff training session in **September 2017**, and have since also undertaken Channel awareness training on-line.

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.

- **Female Genital Mutilation (FGM)**

The Senior Designated Safeguarding Lead and deputies are aware of the guidance that is available in respect of female genital mutilation (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. Our staff will report any cases of FGM to the senior DSL in the first instance, and also personally report it to the police. A copy of the multi-agency practice guidance can be found at:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

- **Honour Based Violence**

So-called 'honour-based' violence (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 doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV (further information in Annexe A of **KCSIE 2018**).

Author	Dan Hinton
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### • Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff must report any incident to the DSL on the day in which it occurs.

- 11.5 This school will endeavour to support pupils through:
- the curriculum, to encourage self-esteem and self-motivation
  - the school ethos and building which promotes a positive, supportive and secure environment which gives all pupils and adults a sense of being respected and valued
  - the implementation of school behaviour management and positive handling policies and plans
  - a consistent approach, which recognises and separates the cause of behaviour from that which the child displays
  - regular liaison with other professionals and agencies that support the pupils and their families
  - a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
  - the development and support of a responsive and knowledgeable staff group trained to respond appropriately in safeguarding situations
  - creating an 'open environment' where students feel comfortable and safe to discuss any problems they are facing
- 11.6 Safeguarding is not just about protecting children from deliberate harm. It includes issues for school that are embedded in every day practices and reflected in a range of policies. Reference should be made to the following school policies:
- Safe Recruitment and Selection
  - Behaviour Management Policy
  - Positive Handling/Physical Intervention
  - Anti- Bullying
  - E-Safety
  - Health and Safety
  - Risk Assessments
  - Educational Visits
  - Sex and Relationship Education
  - Intimate Care
  - PSHE
  - Medical Needs
  - Attendance
  - Whistle Blowing
  - Acceptable Use Policy (ICT)
  - Staff Behaviour
  - Lettings

Author	Dan Hinton
Date amended	September 2018
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- Touch

- 11.7 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse.  
It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

### 12. Safe Schools, Safe Staff.

- 12.1 The school has a Single Central Record in line with Ofsted and Keeping Safeguarding Children in Education Guidance. The Safer Recruitment Policy directs all appointments within the school. However, the Protection of Freedoms Act 2012 has removed the requirement for schools to carry out a DBS check on volunteers, where they are never left alone with children (as is policy at Sandgate School, unless they are supporting overnight residentials. Instead, the Act introduces the concept of supervision of volunteers. Where a school is satisfied that it can provide an adequate level of supervision by a suitably checked person, that is, someone who is defined as working in regulated activity, it is not required to request any DBS checks on the volunteer and is not entitled to request a barred list check. Sandgate School governors all have enhanced DBS clearance in keeping with **KCSIE 2018 regulations**. There is a requirement that a Prohibition check is undertaken for all classroom based staff, and that this is part of the pre-employment Safer Recruitment Check List and is also included on the Single Central Register. KCSIE September 2016 has also introduced a requirement that additional checks must be undertaken in relation to any relevant events which have occurred outside the UK through the NCTL Teacher Services system. Should agency workers ever be used, then the school must check ID to ensure an agency worker presenting at the school is the same person whom the agency has provided checks for.
- 12.2 Guidance is given relating to physical contact with pupils through individual plans, such as Positive Handling plans, Intimate Care plans, Health Care plans and Physiotherapy plans. In some additional circumstances, school staff work in one-to-one situations with a pupil as part of a teaching programme. These occasions are usually clearly timetabled, will always occur under the direction and knowledge of the class teacher or senior teaching assistant responsible for the group, and are subject to routine monitoring and feedback. If staff are providing emotional support to a student, they should ensure their line manager is aware/is made aware of the situation, and that they do not enter into the 'intimate space' around a child (as defined through TEAM TEACH training undertaken by all classroom staff and mid-day supervisors). Wherever possible, the room door should be left open.
- 12.3 There could be occasions when a meeting in school with a parent has the potential to become fraught. Any meetings with parents should be made with the knowledge of the Head teacher (or Deputy Head on the Sandgate at Queen Katherine site) so additional support can be provided.
- 12.4 All staff have access to a copy of the "allegations of abuse by staff procedures" on staffroom noticeboards.

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All staff are expected to raise concerns in an environment where a culture of whistle blowing is promoted. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

All staff have recorded they have read the school's Staff Behaviour Policy and Keeping Children Safe in Education (part one) guidance. All staff have completed a self- declaration form regarding Disqualification and Disqualification by Association.

12.5 Visitors to the school are never left alone with children.

### 13. Cumbria Safeguarding Hub Single Contact Form

13.1 This form should be used following a consultation with the duty social worker in the 'Cumbria Safeguarding Hub' and/or where an assessment of the situation identifies that a referral to Children's Services Social Care is necessary to safeguard or protect the welfare of the child.

13.2 In these circumstances, (where appropriate) there may be records and/or an Early Assessment detailing what work has been undertaken by the school to support the child and family and why it is believed that the involvement of Social Care is required and the expected outcome. This information will provide the basis or be attached when completing the Cumbria Safeguarding Hub Single Contact Form. The form will normally be completed in practice by the designated safeguarding lead, although in principle, it can be completed by any other staff, and staff should be aware of this possibility if they do not agree with a decision not to refer made by the designated safeguarding lead. A copy will be kept securely in the appropriate file as a Child Safety and Welfare Significant concern. The member of staff who raise the concern, and parent, should be notified a referral has been made, unless to do so would place the child or others at risk of harm.

13.3 Where it is considered immediate protective action is required; the Designated Safeguarding Lead and/or the staff member with the information must make a referral to Children's Services Social Care. **This referral may initially be by telephone to the Cumbria Safeguarding Hub, but must be followed up in writing/online referral within 48 hours.**  
See also, Cumbria LSCB website [www.cumbrialscb.com](http://www.cumbrialscb.com) 'Quick Links - How to Refer Children'

The online form requires mandatory fields to be completed before you can submit your contact. Please note: the current form will time out after one hour of inactivity and any information will be lost. **You can complete the online contact form at:** [Cumbria Safeguarding Hub Single Contact Form](#)

13.4 Cumbria Safeguarding Hub (Penrith) has a single telephone number day or night where concerns can be shared and the Hub will give advice (consultation) and if necessary undertake an assessment of need.

**Tel: 0333 240 1727.**

**E-mail: [cumbriasafeguardinghub.fax@cumbria.gov.uk](mailto:cumbriasafeguardinghub.fax@cumbria.gov.uk)**

**Children's Services Emergency Duty Team (out of hours) Tel: 0333 240 1727**

**Postal Address: Children's Services, Skirsgill Depot, Penrith, CA10 2BQ.**

15

Author	Dan Hinton
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Calls during office hours between 9am to 5pm Monday to Thursday and 9am to 4:30pm Friday will go direct to the Hub. Emergency calls during evenings and weekends will be answered by the emergency duty team that can be contacted on the same number.

### 14. Procedures to follow if a member of staff is concerned about the welfare or safety of a child

Discussion regarding the welfare of individual children takes place on an on-going basis within class teams. However, where staff have specific or un-resolved concerns, this should be reported to the head teacher (Sandgate site) or Deputy Head teacher (Sandgate at Queen Katherine site) using the Child Safety and Welfare pro-formas referred to in earlier sections of this policy. The pro-forma should be passed to that person immediately on completion. If a child makes a direct disclosure, the member of staff receiving the disclosure should find a quiet place to listen to the child, but should be sure to ask open questions only, and report this immediately, with recording done afterwards. If the Head or Deputy are off-site, this should be reported to the senior staff in charge on the other site. If both the Head and Deputy are off-site, the teacher-in-charge will receive the information and then contact the Head directly.

### 15. Procedures to follow when the Safeguarding Designated Person is notified of the concern about the welfare or safety of a child.

- 15.1 Whenever a 'Child Welfare and Safety: Significant Concern' form is received by the designated safeguarding lead, or his deputy if he is off-site, this should be discussed with the referrer, and the advice sought and logged from the Cumbria Safeguarding Hub, including dates, times and the decision-making process, especially if a decision is made not to make a subsequent referral. Please refer to section 13 of this policy also. The senior DSL must always take over the process subsequently if the referral has been made by the deputy DSL in her absence, as follow through is not a process which can be delegated.
- 15.2 If a child is at **risk of immediate harm** the Cumbrian Safeguarding Hub will be contacted on **0333 240 1727**

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

- 16.1 All allegations against adults who work with children (including foster carers and volunteers) must be reported by the designated safeguarding lead within one working day to the Designated Officer (Cumbria Local Authority Designated Officer - LADO). Any allegation that someone who works with children and has:
  - behaved in a way that has harmed or may have harmed a child
  - possibly committed a criminal offence related to a child
  - behaved in a way that indicates that he/she is unsuitable to work with children must be reported.
- 16.2 The LADO will record all concerns, including allegations or offences emanating from outside of work. They will provide advice and guidance and help determine that the allegation sits within the

16

Author	Dan Hinton
Date amended	September 2018
Date approved at Governing body	September
Date for review	September 2019

scope of the procedures. To report a concern to the Designated Officer (LADO) use the Allegation Notification Form available from the LSCB website. To speak to a Designated Officer (LADO) for advice please contact the Multi-Agency Business Support Team in the Hub who will take your details and ensure a LADO returns your call: Phone **01768 812267**

- 16.3 If the allegation is against the Head Teacher, the role of Chair of Governors (vice chair/named Governor in their absence) is to liaise direct with the Designated Officer (LADO).
- 16.4 Send completed forms to the Cumbria Safeguarding Hub, using any of the following methods:  
 Fax: 01768 812090 EFax: [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)  
 Post: LADO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ Or you can email: [lado@cumbria.gov.uk](mailto: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**.

### 17. Safeguarding vulnerable adults- pupils attending school over the age of 18.

- 17.1 Students over the age of 18 years are not subject to children safeguarding guidance. However, they are subject to Safeguarding Vulnerable Adult Procedures. School regards the fundamental principles that apply to children equally applies to adults, with policy and practice continuing as described in this policy. The schools designated safeguarding lead will work in partnership with the young person, where appropriate the young persons family and the Local Authorities Vulnerable Adult Team to ensure good safeguarding practice is followed.

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