

# Alston Moor Federation Child Protection and Safeguarding Policy

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## 1. Introduction

The Alston Moor Federation is committed to Safeguarding and Promoting the Welfare of all of its students. The Governors and staff of Alston Moor Federation fully recognise the contribution it makes to safeguarding children. The Federation recognises that all staff, including volunteers, have a full and active part to play in protecting our students from harm.

All staff and governors believe that our schools should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The named Designated Safeguarding Leads are:

**Sally Timmons**  
Deputy Headteacher  
Samuel Kings School

**Kate Bainbridge**  
Deputy Headteacher  
Alston Primary School  
Nenthead Primary School

In the absence of the DSL, any concerns should be raised with the Headteacher, **Ian Johnson**.

The named Governor for Safeguarding is **Glad Allen**.

**The telephone number for Cumbria Local Safeguarding Children Board is 0333 240 1727.**

This policy should be read in conjunction with Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges, 2016 and any supplementary guidance in addition to Working Together to Safeguard Children, 2015.

The aims of this policy are:

- To support a child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within Alston Moor Federation which will be followed by all members of our schools communities in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults who have access to children have been checked as to their suitability.

## 2. Commitment

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We also recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way and whilst at the Alston Moor Federation their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all of our students.

Safeguarding relates to:

- ❑ Staff Conduct
- ❑ Curriculum
- ❑ Managing allegations against staff
- ❑ Attendance
- ❑ Safe recruitment and selection
- ❑ Whistle blowing
- ❑ Health and safety
- ❑ Behaviour management
- ❑ Managing building design
- ❑ Child Protection
- ❑ Educational visits
- ❑ E-Safety
- ❑ Anti-Bullying

*Note: This list is not exhaustive.*

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

If any member of staff has a safeguarding concern, they must promptly share that concern with the Designated Safeguarding Lead and record their concern on the safeguarding information sheet. Any verbal conversations should be promptly and accurately recorded in writing on this sheet.

Child abuse can take a variety of forms:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Caution should be used when referring to lists of signs and symptoms. Although they may be indicative of abuse, there may be alternative explanations. In assessing the circumstances of any child, these indicators should be viewed within the overall context of the situation.

**Physical abuse involves:** hitting, slapping, kicking, misuse of medication, undue restraint, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Signs and symptoms:** unexplained recurrent injuries or burns, improbable excuses or refusal to explain injuries, injuries that are not consistent with story, too many, too severe, wrong place or pattern, child too young for activity described – may include bald patches, bruises, black eyes, untreated injuries, injuries to parts of body where accidents are unlikely (ie thighs, back, abdomen etc), scalds/burns, bite marks, broken bones. This list is not exhaustive. Behavioural signs may include wearing clothes to

cover injuries, refusal to get changed/undressed, fear of medical involvement, running away, fear of physical contact, become sad, withdrawn or depressed, trouble sleeping, aggression, fear, lack of confidence, low self-esteem, substance misuse, patterns of absence, excessive compliance, hyper vigilance. This list is not exhaustive.

**Sexual abuse involves:** forcing or enticing a child into sexual activities whether or not the child is aware of what is happening. This includes non contact situations such as viewing child abuse images. This may include physical contact including penetrative or non-penetrative. They may also include non-contact activities such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child for abuse including via the internet.

**Signs and symptoms:** regressing to younger behaviours, overly affectionate, lack of trust, sexually explicit language and/or behaviour, bed-wetting, extreme reactions (depression, self-mutilation, suicide attempts, running away, overdoes, anorexia), personality change, sudden loss of appetite, isolated/withdrawn, inability to concentrate, urinary tract infections, medical problems, physical harm to genitalia. This list is not exhaustive.

**Emotional abuse involves:** persistent emotional ill treatment of children such as to cause severe and persistent adverse effects on the child's emotional development, such as frightening them, or putting them in situations of danger. It is also an abuse to convey to children the feeling they are worthless or unloved, inadequate or valued in so far as they only meet the needs of another person. It may include silencing the child, 'making fun' of what they say/do, age or developmentally inappropriate expectations being imposed and seeing/hearing the ill-treatment of another.

**Signs and symptoms:** developmental lags, sudden speech disorders, continual self-depreciation, over-reactions, fear, unusual physical behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression, withdrawn, wetting and soiling, depression, substance misuse, eating disorders, oppositional behaviours, underweight, failure to thrive, under-achievement. This list is not exhaustive.

**Neglect:** and acts of omission are also a form of abuse. This could involve failure to provide an adequate level of care (e.g. food, warmth and failure to access medical care or services), protect a child from physical and emotional harm/danger, ensure adequate supervision or ensure access to appropriate medical care or treatment. It is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. It may occur during pregnancy as a result of substance abuse.

**Signs and symptoms:** concerns around development in all areas, cleanliness, health, home alone and resulting accidents, unreasonable care of others, young carers, constant hunger, constant tiredness, untreated medical problems, underweight, poorly clothed, failure to thrive, malnutrition, socially isolated, scavenging, destructive behaviours, absence from school, developmental delay, craving attention, withdrawn, challenging behaviours. This list is not exhaustive.

### **Domestic Violence and Abuse**

The cross-government definition of domestic violence and abuse is:

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

- psychological
- physical

- sexual
- financial
- emotional

### 1.1 Controlling Behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

### 1.2 Coercive Behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Children may be involved in domestic violence and abuse in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress which may express itself in many different ways.

Research tells us there is a significant link between violence to a partner and the abuse of children. Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think - 1 in 5 teenagers have been physically abused by their boyfriends or girlfriends.

### 1.3 Protection

The Police are often the first point of contact with families in which domestic abuse and violence takes place. The Police should always find out whether there are children living in the household and see them to assess their immediate safety. If they have specific concerns about the safety or welfare of a child, they should contact Cumbria Safeguarding Hub citing the basis for their concerns.

The three central imperatives of any intervention for children living with domestic violence and abuse are:

- To protect the child(ren), including unborn child(ren);
- To empower the victim to protect themselves and their child(ren); and
- To identify the abusive partner, hold them accountable for their abuse and provide them with opportunities to change.

## **Female genital mutilation (FGM)**

- 1.1. All staff must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they must share this information with social care or the police.

- 1.2. There are a range of potential indicators that a child may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present this could signal a risk to the child.
- 1.3. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.
- 1.4. The following indicators are taken from government guidelines regarding FGM:

**Indicators that may show a heightened risk of FGM include:**

- The position of the family and their level of integration into UK society.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from personal, social and health education (PSHE).

**Indicators that may show FGM could take place soon:**

- The risk of FGM increases when a female family elder is visiting from a country of origin.
  - A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'.
  - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk.
  - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- 1.5. It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include:
    - Difficulty walking, sitting or standing.
    - Spending longer than normal in the bathroom or toilet.
    - Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
    - Prolonged or repeated absences from school followed by withdrawal or depression.
    - Reluctance to undergo normal medical examinations.
    - Asking for help, but not being explicit about the problem due to embarrassment or fear.

- 1.6. If a member of staff has a concern, they should activate local safeguarding procedures.
- 1.7. As of October 2015, Section 75 of the Serious Crime Act places a statutory duty upon teachers to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under 18. Teachers failing to report such cases will face disciplinary action.
- 1.8. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the designated safeguarding lead and involve children's social care as appropriate.

## **Gangs**

The role of safeguarding and child protection in relation to gangs should be both preventative and responsive – responding to the needs of those young people who are involved in gangs and at risk of harm as well as addressing the risk factors of other young people being drawn into gangs in the future.

Overall, children particularly vulnerable to suffering harm in the gang context are those who are:

- not involved in gangs, but living in an area where gangs are active, which can have a negative impact on their ability to be safe, healthy, enjoy and achieve, make a positive contribution and achieve economic well-being;
- not involved in gangs, but at risk of becoming victims of gangs;
- not involved in gangs but at risk of becoming drawn in, for example, siblings or children of known gang members; or
- gang-involved and at risk of harm through their gang-related activities (e.g. drug supply, weapon use, sexual exploitation and risk of attack from own or rival gang members).

Young people who become involved in gangs and commit violent crime as a result of this involvement have significant needs themselves. They should be held responsible for their actions and harmful behaviour but practitioners also have a responsibility to safeguard and promote the welfare of these young people and to prevent further harm both to themselves and to other potential victims. Victims and offenders are often the same people. When adults treat a young person as just a victim or just an offender, they are not taking into account the complex, cyclical nature of the victim-offender link and the factors that influence young people's lives.

As some young people involved in gangs are likely to have a dual victim and perpetrator status it is vital that practitioners assess the needs of young people and provide them with support alongside assessing and responding in a criminal justice capacity if appropriate. Close partnership working and shared intelligence between local authority children's social care and law enforcement and public

protection agencies will be vital to achieve the right balance of support and criminal justice whilst safeguarding the child's welfare

### **Child sexual exploitation (CSE)**

- 1.9. CSE involves exploitative situations, contexts and relationships where a child may receive something, such as food, gifts or in some cases simply affection, as a result of engaging in sexual activities.
- 1.10. CSE can take many forms but the perpetrator will always hold some kind of power over the victim. It is important to note that some young people who are being sexually abused do not exhibit any external signs of abuse.
- 1.11. Alston Moor Federation has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

#### **Step one – Identifying cases**

School staff members are aware of and look for the key indicators of CSE, these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour

#### **Step two – Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the designated safeguarding lead. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

#### **Step three – Support**

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.



## **Preventing radicalisation**

In conjunction with this policy, Alston Moor Federation will also follow guidance from the DfE 'The Prevent Duty' 2015.

- 1.12. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.
- 1.13. Alston Moor Federation will actively assess the risk of children being drawn into terrorism.
- 1.14. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- 1.15. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel Panel. The school will work with the LSCB as appropriate.

## **Training**

- 1.16. The designated safeguarding lead will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

## **Risk indicators**

- 1.17. Indicators of an identity crisis:
  - Distancing themselves from their cultural/religious heritage
  - Uncomfortable with their place in society
- 1.18. Indicators of a personal crisis:
  - Family tensions
  - A sense of isolation
  - Low self-esteem
  - Disassociation from existing friendship groups
  - Searching for answers to questions about identity, faith and belonging

## **Indicators of vulnerability through personal circumstances:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

**Indicators of vulnerability through unmet aspirations:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

**Indicators of vulnerability through criminality:**

- Experiences of dealing with the police
- Involvement with criminal groups

**Making a judgement**

1.19. When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to have possessed or is actively seeking extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?

- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Has the child employed any methods to disguise their identity?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

**Critical indicators include where the child is:**

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

1.20. Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, must report these to the designated safeguarding lead.

1.21. The designated safeguarding lead will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made. However, concerns are most likely to require a police investigation as part of the Channel Panel, in the first instance.

**Channel Panel**

- 1.22. Safeguarding children is a key role for both the school and the LA, which is implemented through the use of a Channel Panel. This service shall be used where a vulnerable child is at risk of being involved in terrorist activities.
- 1.23. In cases where the school believes a pupil is potentially at a serious risk of being radicalised, the headteacher or safeguarding lead must contact the LA's Channel Panel.
- 1.24. The Channel Panel ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.
- 1.25. The panel identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Alston Moor Federation.
- 1.26. The delivery of the Channel may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

#### **ICT policy**

- 1.27. Alston Moor Federation will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material.

#### **Building children's resilience**

- 1.28. Alston Moor Federation will:
  - Provide a safe environment for debating controversial issues.
  - Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
  - Allow pupils time to explore sensitive and controversial issues.
  - Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
  - Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
  - Teach pupils about how democracy, government and law making/enforcement occurs.
  - Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

## Resources

1.29. Alston Moor Fesderation will utilise the following resources:

- The LSCB
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)

## 2. A child missing from education

2.1. A child going missing from school is a potential indicator of abuse and neglect.

2.2. Staff will monitor children that go missing from the school, particularly on repeat occasions, and report them to the designated safeguarding lead – following normal safeguarding procedures.

2.3. In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

2.4. Alston Moor Federation will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

## Private Fostering

In January 2014, Ofsted published a report called 'Private fostering: better information, better understanding'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though there it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005' and came into force following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department.

### **What is private fostering?**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

### **The Duty to refer to the Local Authority**

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see 'Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6) Note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

### **Should schools be told about a private fostering arrangement?**

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement.

## **3. Safer recruitment**

- 3.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
  - Regularly work in the school at times when children are on the premises.
  - Regularly come into contact with children under 18 years of age.

### **Pre-employment checks**

- 3.2. The governing body will assess the suitability of prospective employees by:
- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
  - Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
  - Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
  - Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.
  - Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
  - Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the gov.uk website will be followed.
  - If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
  - Verifying professional experience and qualifications as appropriate.
- 3.3. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.
- 3.4. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.
- 3.5. An enhanced DBS check will be carried out on for each member of the governing body.

- 3.6. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

### **Barred list check**

- 3.7. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- 3.8. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.
- 3.9. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

### **References**

- 3.10. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 3.11. References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 3.12. Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 3.13. Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school.
- 3.14. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

### **Volunteers**

- 3.15. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.



- 3.16. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 3.17. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- 3.18. Alston Moor Federation will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 3.19. Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- 3.20. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 3.21. Alston Moor Federation will ensure that policies and procedures are in place to protect children from harm during work experience placements.
- 3.22. Alston Moor Federation will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 3.23. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- 3.24. Administration and records
- 3.25. The school will set up and maintain a single central record showing whether or not the following checks have been carried out on, or certificates obtained from, members of the governing body, staff members, volunteers and other individuals working with children in the school:
  - An identity check
  - A barred list check
  - An enhanced DBS check
  - A prohibition from teaching check
  - Further checks on people living or working outside the UK
  - A check of professional qualifications
  - A check to establish the person's right to work in the UK
- 3.26. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.

- 3.27. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

#### **4. Staff suitability**

- 4.1. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.<sup>1</sup>
- 4.2. A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them.
  - Have committed certain offences.
- 4.3. Live in the same household as someone who is disqualified by virtue of one or two of the above reasons (known as disqualification by association).
- 4.4. All staff members are required to sign the declaration provided confirming that they are not disqualified from working in a schooling environment.
- 4.5. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

#### **5. Training**

- 5.1. Staff members will be made aware of systems and policies within the school which support safeguarding during their HR inductions.
- 5.2. The designated safeguarding officer will undergo updated child protection training every two years.
- 5.3. The headteacher and all staff members will undergo child protection training which is updated regularly, in line with LSCB advice.

#### **6. Reporting**

- 6.1. Staff members should raise any concerns that they may have about a child with the designated safeguarding lead, including situations of abuse which may

involve other staff members. This will be recorded on the safeguarding information sheet. The details of the concern will be logged and recorded on the central system along with actions taken. The written record will be kept in a secure and confidential file.

- 6.2. The safeguarding lead will decide whether to make a referral to children's social care, but any staff member can refer their concerns to children's social care directly.
- 6.3. The referrer shall press children's social care for re-consideration if the decision was taken not to undergo an early help assessment and the child's situation does not improve.
- 6.4. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.
- 6.5. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments should identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.
- 6.6. A child will immediately be referred to children's social care if there is a risk of immediate serious harm to a child.

### **3. Procedures**

We will ensure that:

- ❑ Each school will have a designated member of staff with responsibility for Safeguarding and Child Protection on the Senior Leadership Team who is the "Designated Safeguarding Lead" or "DSL". The DSL will work in line with Working together to Safeguard Children, 2013. The DSL will undertake appropriate training every two years.
- ❑ The Headteacher and all staff members should undergo child protection training which is updated regularly in line with Local Safeguarding Children Board (LSCB) requirements.
- ❑ All members of staff develop their understanding of the signs and indicators of abuse and have training at least every three years.
- ❑ All members of staff know how to respond to a child/young person who discloses abuse.

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<sup>1</sup> DfE (2015) 'Keeping Children Safe in Education', p.26

- ❑ All parents/carers are made aware of the responsibilities of staff members with regards to child protection procedures and the policy is made available to them.
- ❑ **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. The telephone number for Cumbria Local Safeguarding Children Board is 0333 240 1727.**

All new members of staff will be given a copy of the Federation Child Protection and Safeguarding Procedures as part of their induction into the Federation.

#### **4. Safe Practice**

The Federation will comply with the current Safe Practice guidance. Alston Moor Federation also has a Staff Code of Conduct.

Safe working practice ensures that students are safe and that all staff:

- ❑ Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- ❑ Work in an open and transparent way;
- ❑ Work with other colleagues where possible in situations open to question
- ❑ Discuss and/or take advice from Federation management over any incident which may give rise to concern;
- ❑ Record any incidents or decisions made;
- ❑ Apply the same professional standards regardless of gender or sexuality;
- ❑ Be aware of confidentiality practice
- ❑ Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

#### **5. Responsibilities**

The Designated Safeguarding Lead responsible for:

- ❑ Adhering to LA and Federation procedures with regard to referring a child if there are concerns about possible abuse.
- ❑ Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- ❑ Ensuring that all such records are kept confidentially and securely and are separate from student records.
- ❑ Ensuring that any student currently on the child protection register who is absent without explanation is referred to *Children's Social Care*.

## Taking Action to Ensure that Children are Safe at Alston Moor Federation and at Home

The Federation will ensure that:

- ❑ Each school has the Federation's Child Protection and Safeguarding Policy in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- ❑ The Federation operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Local Authority's or equivalent Safer Recruitment Training.
- ❑ The Federation has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- ❑ A senior member of the Federation's leadership team is designated as the Designated Safeguarding Lead, providing advice and support to other staff, liaising with the local authority and working with other agencies.
- ❑ The Federation reviews annually the workload for the Nominated Person Child Protection by requesting a report detailing related child protection work undertaken.
- ❑ Staff including the Headteacher undertake appropriate child protection training which is updated annually
- ❑ They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- ❑ A Governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher
- ❑ Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- ❑ They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

The Governing Body will also support:

- ❑ The monitoring and evaluation of the child protection training that staff receive.
- ❑ School reviews relating to all aspects of safeguarding children/working practices and any further developments that are required.

The Headteacher will ensure that:

- ❑ The Governing Body receives yearly awareness raising in respect of their roles and responsibilities in regard to Child Protection/Safeguarding.

- ❑ The Governing Body adopts appropriate policies and procedures to safeguard children in the Federation..
- ❑ Policies and procedures are implemented by staff.
- ❑ Parents/carers are made aware each autumn term of the safeguarding policies that are in place and who is the Designated Safeguarding Lead.
- ❑ Sufficient resources and time are allocated to carry out Safeguarding Children/Child Protection effectively.
- ❑ There is a Designated Safeguarding Lead for the school who has received appropriate training for this important role.
- ❑ All staff and adults working in the school understand their safeguarding children responsibilities and are able to voice their concern if they feel a child is vulnerable or at risk.
- ❑ Staff are aware of the „whistle blowing“ protocol and understand they must voice their concern of any individual working practices that are deemed unsafe and unprofessional.
- ❑ The school develops effective working partnerships with relevant agencies and cooperates as required in regard to safeguarding children matters, including attendance at child protection conferences and other related meetings.
- ❑ The school provides appropriate reports for child protection meetings.
- ❑ All information and records are kept confidentially and securely.
- ❑ Recruitment and vetting procedures are followed in all appointments of staff including those working in the school in a voluntary/unpaid capacity.
- ❑ Site security is in place with all visitors required to identify themselves, then sign in and sign out when leaving the school.

### **Role of the designated safeguarding lead**

Governing bodies should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

### **Managing referrals**

- ❑ Refer all cases of suspected abuse to the local authority children’s social care and:
- ❑ The local authority safeguarding team for child protection concerns (all cases which concern a staff member);
- ❑ Disclosure and Barring Service (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 headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- ❑ Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

### **Training**

- ❑ The designated safeguarding lead should receive appropriate training carried out every two years in order to:
  - ❑ 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
- ❑ Be alert to the specific needs of children in need,49 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, among all staff, in any measures the school or college may put in place to protect them

### **Raising Awareness**

- ❑ The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
  - ❑ Ensure the school or college's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
  - ❑ Ensure the safeguarding and 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

- ❑ Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- ❑ Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

## **6. Safeguarding Information for Students**

All students in our Federation are aware of a number of staff who they can talk to. The Federation is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of the Federation, their right to be listened to and heard and what steps can be taken to protect them from harm. There are lessons taught to students that are designed to help keep students safe.

## **7. Supporting Children**

The Federation will recognise that a child who is abused or witnessed violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

The Federation recognises that it may provide the only stability in the lives of children who have been abused or who are at risk of harm.

The Federation accepts that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

The Federation will support all students by:

- ❑ Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- ❑ Promoting a caring, safe and positive environment within the Federation.
- ❑ Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- ❑ Notifying Children's Social Care as soon as there is a significant concern.
- ❑ Providing continuing support to a student about whom there have been concerns who leaves the Federation by ensuring that appropriate information is forwarded under confidential cover to the student's new school (as soon as possible).

## **8. Confidentiality**

The Federation recognises that all matters relating to Safeguarding and Child Protection are confidential.

The Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need to know basis only.



All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

## **9. Supporting Staff**

The Federation recognises that staff working in the Federation who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

The Federation will support such staff by providing an opportunity to talk through their anxieties with the Child Protection Officer and to seek further support as appropriate.

## **10. Allegations Against Staff**

It is possible that a student may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Designated Safeguarding Lead and Headteacher.

The Headteacher, on all such occasions, will discuss the content of all allegations with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO) in the Safeguarding and Service Standards Unit.

The Federation will follow the Federation's procedures for Allegations of Abuse against Staff, a copy of which will be readily available in the Federation.

## **11. Partnership with Parents**

The Federation shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Parents are made aware of who to contact if they have concerns regarding the Safeguarding of their or any other child.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the Designated Safeguarding Lead. Parents are made aware of our policy via the Federation website. Parents are also made aware that they can view this policy on request.

## **12. Partnerships with Others**

The Federation recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

### **13. Whistleblowing**

The Federation recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. There is a separate Whistle Blowing Policy for this purpose.

### **14. Physical Intervention**

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### **15. Prevention**

The Federation recognises that it plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The Federation community will therefore:

- ❑ Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ❑ Ensure that all children know where there is an adult in the Federation whom they can approach if they are worried or in difficulty.
- ❑ Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **16. Monitoring, Evaluation and Review**

The Governing Body will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout each school.