

Child Protection, Safeguarding and Early Help Policy

1.0 The Cumberland School Mission Statement

The Cumberland School is an ambitious school, within a diverse and exciting community. Our motto, 'Determined, Ambitious Learners,' encompasses all of our school community: students, staff and governors. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

As a school we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

We want all of our students to have high standards. We encourage all students to understand their responsibilities to each other, the school and the wider community. Pride, respect and high aspirations are valued and developed so that Cumberland is a safe place to take risks and grow.

Above all, TCS is a learning community. We believe that all students and staff have the right to exceed expectations and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward facing school, collaborating with other schools, colleges and businesses. We believe there is much we can and must learn from each other.

2.0 Policy links to school mission, aims and values

All of the work of The Cumberland School is intended to support the delivery of our mission statement in full.

All schools are required to have a Child Protection and Safeguarding Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. At The Cumberland School, we take very seriously our duty towards all students who have been entrusted to our care and seek to provide a school environment where all children are safe, secure, valued, respected and listened to.

The Cumberland School understands that our work in safeguarding and child protection must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

3.0 Statutory Framework

Our Child protection, Safeguarding and Early Help Policy is written with due regard to the national guidance published by the Department for Education in September 2019 entitled "Keeping Children Safe in Education" (KCSIE) and the Working together to safeguard Children. It will be reviewed annually in addition to each time any subsequent guidance is issued by the Secretary of State.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures which have been adopted by the Newham Safeguarding Children Partnership are available from: www.newhamscb.org.uk.

4.0 Policy Details and Procedures

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school. This Policy was adopted on 20th September 2019 and is reviewed annually by the Local School Board of our school, the Headteacher and the Designated Safeguarding Lead. It will be reviewed on 18 November 2019. This Policy is available to all parents/carers as a hard copy or electronically via our website <http://www.cumberlandcst.org/school/safeguarding>.

It should be read in conjunction with our policies/ procedures for:

- Anti-bullying
- Attendance
- Behaviour
- Online Safety
- Health and Safety
- Safer Recruitment
- Volunteer Recruitment
- Staff Code of Conduct

All staff must be clear about their own role and that of others in providing a caring and safe environment for all students and must know how they should respond to any concerns about an individual child that may arise.

The Cumberland School will ensure that all staff, whether permanent or temporary, and volunteers know who the designated member of the leadership team responsible for child protection and safeguarding is (DSL) as well as the Deputy DSLs.

We understand our DSL must be a senior member of staff as they will be leading on the responsibility for safeguarding and this duty should be explicit in their job description. The DSL, or Deputy DSLs, must always be available to staff during school hours.

The Designated Safeguarding Lead is: **Angela Moore, Assistant Headteacher**

In the absence of the designated person, we will ensure that we have a member of staff who has the knowledge and skills necessary to deputise, as per the 2019 KCSIE guidance; the Deputy DSLs are trained to the same level as the DSL.

- **Omar Deria** - Head of School
- **Catherine Cooper** - Safeguarding Lead
- **Tracey Davids** - Family Support Worker
- **Amy Brown** - Assistant Headteacher
- **Kabir Jagwani** - Assistant Headteacher
- **Nazim Ahmed** - Assistant Headteacher
- **Rayner Dougan** - SEND Administrative Officer/First Aider
- **Paulette Watson** - Safeguarding Link LSB member

All staff receive appropriate training during their induction period and regularly thereafter in order to ensure that they are equipped with the skills required to keep children safe. The induction process includes covering:

- Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Safeguarding response to children who go missing from education
- Role of the DSL (including the identity of the DSL and all Deputy DSLs)
- the acceptable use of our IT equipment policy

All staff are made aware of the school's safeguarding and child protection procedures, such as the need to fill in the 'Logging a concern' form which can be found in the staff room and electronically on the staff portal. They are directed to hand it in person to the DSL or a Deputy DSL in their absence, no more than 24 hours after the incident or sooner if it is an emergency. The Cumberland School will always follow safer recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

5.0 Keeping Children Safe

Child Protection - responding to concerns about individual children

All children at The Cumberland School must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises safeguarding or child protection concerns. Staff should know how to take the required course of action to maintain an appropriate level of confidentiality.

Early Help

All school staff should be prepared to identify child who may benefit from early help, including being particularly alert to the children outlined on page 6, 7 & 8 of the [KCSIE 2019](#) guidance. Further details are included in the [WTTSC 2018](#) guidance (as signposted below).

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment; if this is the case they will receive appropriate support from the DSL or Deputy DSLs.

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases (when deemed appropriate by the DSL), acting as the lead professional in undertaking an early help assessment.

All staff must:

- listen to what the child is saying without interruption and without asking leading questions
- respect the child's right to privacy but not promise confidentiality
- reassure the child that he/she has done the right thing in telling
- explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on
- report what has been disclosed to the DSL in the school
- record, as soon as possible, what was said using the child's actual words

- sign and date the record

Detailed information on Early Help can be found in Chapter 1 of Working together to safeguard Children. **If it is felt that the child is in immediate danger or harm and the situation is urgent, the member of staff should contact police directly and follow up with DSL as soon as practical afterwards.**

The Designated Safeguarding Lead will:

Manage referrals

- consider if early help can be offered to support or prevent the child / young person's needs escalating.
- refer cases of suspected abuse to the local authority children's social care as required. Guidance on how we make these requests to the Triage Service for either support or protection can be accessed at: <http://www.newhamlscb.org.uk/>
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the police as required

Work with others

- liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 or 17 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff

Undertake training

The DSL (and Deputy DSLs) have completed training to provide them with the knowledge and skills required to carry out the role. Refresher training will be completed at least every two years. The DSL and Deputy DSLs have also completed Prevent awareness training. In addition to the formal training set out above, their knowledge and skills are refreshed regularly by e-bulletins, network meetings and CPD focusing on safeguarding developments allowing them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference, 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 Child Protection, Safeguarding and Early Help Policy and procedures, especially new, part time staff and volunteers
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- obtain access to resources and attend any relevant or refresher training courses

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

Raise Awareness

The DSL is aware that part of their responsibility is to ensure the school's Child Protection, Safeguarding and Early Help Policy is known, understood and used appropriately by:

- ensuring it is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Local School Board regarding this
- ensuring the policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and are aware of the role of the school in this link with the local LSCB / safeguarding partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding

Manage child protection file

- All concerns will be logged by the DSL or deputy using safeguarding online software package. All safeguarding information about a child will be stored electronically on the software or hard copies will be kept in a separated locked filing cabinet in the DSL's office.
- Where children leave the school, we will ensure their child protection file is transferred to the new school as soon as possible.
- This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

Be available

- During term time, the Designated Safeguarding Lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding or child protection concerns
- During out of school hours/school closure periods, the Designated Safeguarding Lead/other appropriate staff can be reached on the telephone. This will be: Angela Moore (07739 755 453) Omar Deria (07961 196986) and Sharon Murphy (07725 822136) (Educational Visits Coordinator).

Child Protection – recognition and response to abuse

Owing to the nature of the day-to-day relationships children at The Cumberland School have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.

Types of abuse and neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (As set out in Appendix A of [WTTSC 2018](#))

All staff will report any concerns to the Designated Safeguarding Lead via the schools' published procedures.

All adults working in the school will receive regular child protection training and updates to ensure their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.

We will ensure that the training our staff undertake contains opportunities for learning about current and specific areas of child protection and safeguarding that all staff working in education should be aware of and alert to including additions as set out in Annex A from [KCSIE 2019](#):

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds). They explain each step of the process and outline the support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful for children for children and entrench conflict in families. The Ministry of Justice has launched an online child arrangements

[information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. The DSL and Deputy DSLs will work with all relevant agencies to ensure our students receive appropriate support through the court process.

Children missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are made aware of their school unauthorised absence and children missing from education procedures, particularly on repeat occasions.

All staff are alerted to signs to look out for, and the individual triggers to be aware of when considering the risks of, potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage through annual safeguarding training. As a school, we inform the local authority of any student who is going to be removed from the admission register where the student:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- has been permanently excluded.

The local authority is notified when the school is to remove a student from its register for any of the five grounds above. This is done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. We inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more (details of which are contained in our attendance policy).

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. DSL and Deputy DSLs will work with all relevant agencies to ensure our students receive appropriate support throughout this process.

Child Sexual Exploitation

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

cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered by the DSL. Like other forms of abuse and exploitation, county lines exploitation:

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

Domestic violence or abuse

This can be perpetrated by anyone living in the home of the child or who visits the child. This could include a parent, sibling or other relative. The child themselves could also be a perpetrator of domestic violence or abuse. It is often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges

The school will report to the relevant agencies any suspected domestic violence. The school will work with families, keeping them informed unless it is felt that there is a real risk to the safety of the child or someone else. Where this is the case, the risk will be made clear in the referral.

Homelessness

Being homeless, being at risk of becoming homeless, presents a real risk to a child's welfare. The DSL (or Deputy DSLs) are be aware of contact details and referral routes for the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases, we will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases, some young people could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or Deputy DSLs) should ensure appropriate referrals are made based on the child's circumstances.

So-called 'Honour based violence' (HBV)

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.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL (or Deputy DSLs). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals, in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedure-information>

School **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's DSL (or Deputy DSL) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The [FGM mandatory reporting duty summary](#) is useful to read. [The Cumberland](#) School implements workshops, assemblies, lessons and parent groups to inform, educate, prevent and raise awareness of FGM.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. The school has monitoring procedures to prevent forced marriage. Where forced marriage is suspected, the school will follow the usual safeguarding procedures. [Statutory guidance](#) and [multi agency guidelines](#) are available and school staff should contact the DSL using the schools' published procedures.

Preventing Radicalisation

The school recognises its duty, under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". We recognise as a school that the Prevent duty is part of our wider safeguarding obligations and that our DSL, Deputy DSLs and other senior leaders should be familiar with the [Revised Prevent duty guidance: for England and Wales](#).

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The school uses their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

All schools are subject to the Prevent duty which can be found here: [Prevent Duty 2015](#). The school complies with the requirements with the Prevent duty by:

- assessing the risk of children being drawn into terrorism, including support for ideas that are part of a terrorist ideology
- training staff in Prevent procedures, usually with the Local Safeguarding Children Partnership
- teaching children about extremism
- using the safeguarding policy to prevent and report any risk

- working with parents, unless there is a specific reason to believe that to do so would put the child at risk.
- actively promoting British Values particularly in lessons, assemblies, school events and ethos
- putting in online safety measures to ensure that children are safe from the risk of radicalisation
- complying with local practices and multi-agency information sharing
- nominating a prevent lead in school. This is our DSL Angela Moore

The Cumberland School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs; both students and adults have the right to speak clearly and voice their opinions. However, we are clear that any manipulation or exploitation of the children in our school through the normalisation of extreme views that could leave students vulnerable to radicalisation will be responded to by the use of our safeguarding procedures and the involvement of partner agencies.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views, which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause. Staff are expected to be vigilant in protecting students from the threat of radicalisation and refer any concerns to the DSL. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns so that appropriate safeguarding actions can be taken. This could include the DSL (or Deputy DSLs) making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the DSL to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#). Our School works closely with the Newham Resilience Team and the DSL and Deputy DSLs are aware of how to make Channel referrals and understand we could be asked to attend a Channel panel as a result of a referral to discuss any individuals and appropriate support that may be required.

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 rituals. All staff remain vigilant and are aware of this specific type of abuse so it can be reported as per the school's procedures.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and

sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

All staff understand it is important that **all** victims are taken seriously and offered appropriate support and are aware that the following groups are potentially more at risk:

- girls
- children with SEND
- LGBT children

All staff understand the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

The Cumberland School ensures all staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. We understand when referring to sexual violence it is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs.

When referring to sexual harassment, we understand it to mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. All staff are aware this can be part of a wider pattern of abusive behaviour or a standalone event which could include:

- non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats

As a school we understand the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a disclosure to them, they know to follow the procedures as set out from paragraph 35 in Part 1 of KCSIE 2019 which all staff have read. As is always the case, if staff are in any doubt as to what to do, they should speak to the DSL (or any of the Deputy DSLs in the absence of the DSL).

Bullying/Cyber-bullying

We understand that bullying is harmful to children and will always take seriously any reports of bullying and respond appropriately. All staff understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience who potentially have more content to share.

The school has in place an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. In addition, our Online Safety Policy is implemented to combat the risk of bullying and cyber-bullying. In most circumstances, the consequences of this can be addressed using the school's behaviour policy. In some circumstances, it will be necessary to treat it as a safeguarding incident, constituting peer on peer abuse, and other agencies will be informed. Bullying, cyberbullying and online safety are topics covered by assemblies and targeted curriculum time.

Online safety

We recognise that children's use of the Internet is an important part of their education however there are risks of harm associated with its use as the use of technology has become a significant component of many safeguarding issues. Technology often provides a platform that facilitates in the following way: child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The Cumberland School has an e-safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school; this information is shared with parents and carers so they can ensure online safety at home. We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment. We use Securus to monitor email interactions and keystrokes.

The breadth of issues classified within online safety is considerable, however we understand they can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

We have a separate Online Safety policy for online safety of students and staff, this is a topic included as part of staff induction which is used to raise awareness of safety so that staff are fully informed to enable them to have an understanding of risk. This includes the school's approach on the use of mobile technology in the school. Our effective approach to online safety empowers us as a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

Use or abuse of drugs

Changes in behaviour, mood swings, secrecy and violent outbursts can be signs of substance misuse in children. Where student use or abuse of drugs is suspected, the school will work with the family and other agencies. The school will follow safeguarding procedures where the use or abuse of drugs is suspected by a parent, carer or other person where it directly affects the child.

Fabricated or induced illness

Where illness is thought to be fabricated on the part of the child, the school will follow its medical care policy to make sure appropriate safeguards are implemented. Induced illness such as self-harm will be responded to using the medical care and safeguarding policy and processes. Young people will go to great lengths to cover self-harm scars and injuries. If they are spotted, they might be explained away as accidents. The signs to look for are:

- cuts
- bruises
- burns
- bald patches from pulling out hair
- depression, tearfulness and low motivation
- becoming withdrawn and isolated
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Fabricated or induced illness by a parent or caregiver (FII) is a form of child abuse. It occurs when a parent or carer, usually the child's biological mother or father, exaggerates or deliberately causes symptoms of illness in the child. Behaviours include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they are perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

The school will follow safeguarding procedures where this is suspected.

Faith abuse

Understanding more about a child's faith and the role faith plays in family life is important for anyone working with children, families or communities. It can help when considering appropriate ways to approach conversations around child protection and child safety. Safeguarding of children is the focus of all actions by the school. The school will protect children irrespective of cultural sensitivities; any concerns will be investigated respectfully without detriment to the child's welfare or safety and, where required, referrals completed to appropriate agencies. Under UK law, different practices are no excuse for child abuse or neglect.

Gangs and Youth Violence

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations. For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave. The school treats any association with gangs as a safeguarding concern. A useful video offering advice to teachers and parents can be found here: [NSPCC Gang Advice](#). The school takes all reasonable steps to keep children safe from gangs. This includes but is not limited to working to make sure the school and its environs are safe from intruders, running workshops and assemblies on the topic, mentoring 'at risk' students, working with parents, working with the police force and other agencies.

Mental Health

Mental illness and suicidal thoughts are common issues for young people and they should be assessed as a safeguarding concern. The school implements its medical care policy for mental health issues in the same way as it does for physical health. Some signs and symptoms of mental health issues that staff should be aware of include:

- becoming withdrawn from friends and family
- persistent low mood and unhappiness
- tearfulness and irritability
- worries that stop them from carrying out day to day tasks
- sudden outbursts of anger directed at themselves or others
- loss of interest in activities that they used to enjoy
- problems eating or sleeping.

The school identifies and prevents potential mental health issues by promoting resilience, using monitoring questionnaires, working with parents, mentoring students, workshops run by school nurses and external counselling services such as Black Women's Project and working with and making referrals to CAMHS. Staff should report any symptoms or concerns about a student or their parent or carer's mental health to the DSL as a safeguarding incident. The DSL will use this [Mental Health and Behaviour in schools](#) document for guidance.

Private Fostering

Sometimes a child is in the care of someone other than their biological parents or legal guardian. The school will do all that is practicable to find out this information during the school's admission. Sometimes the child transfers to a private foster care arrangement during their time at the school. Staff should inform the DSL if they believe this is the case. If it is found that a child is being looked after by someone for longer than 28 days, the school will inform the local authority.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

If staff are made aware that a child has sent, received or been the subject of sexting, they should report it as a safeguarding incident. Staff should not view the image unless unavoidable. They should let the Designated Safeguarding Lead (DSL) know if they saw the image. The DSL will follow the guidance set out in [Sexting in schools](#).

Breast Ironing

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Breast flattening (often called breast ironing) is the pounding and massaging of a young girl's breasts, to prevent and stunt breast growth.

Teenage relationship abuse

The school treats teen relationship abuse in the same way as it views peer on peer abuse or domestic violence. It is also considered in context of possible Child Sexual Exploitation. The school actively teaches its students about healthy relationships. Any suspected teenage relationship abuse should be reported by staff to the DSL.

Trafficking

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked. The factors listed below are by no means a comprehensive list:

- poverty
- lack of education
- discrimination
- cultural attitudes
- grooming
- dysfunctional families
- political conflict and economic transition
- inadequate local laws and regulations

The school actively monitors for signs of child trafficking at admission of a child to the school. This includes and is not limited to scrutinising documents and asking key questions at interview. Staff who suspect a child is being trafficked should share information with the DSL and treat it as a safeguarding incident.

Students at our school are taught about safeguarding in age appropriate and sensitive ways. Topics are taught as part of a broad and balanced curriculum through personal, social, health and economic (PSHCE) education and sex and relationships education (SRE). Further awareness and education is delivered via assemblies and workshops; parents and carers are encouraged to access resources such as those provided in both the WTTSC 2018 and KCSIE 2019 guidance (in addition to those the school provide).

Safeguarding – Providing a safe environment

When determining what action to take in response to a safeguarding concern, we will ensure the student's wishes and feelings are taken into account and that they have the opportunity to make their views heard. All systems and processes should have the student's best interests at their heart. It is important that, as a school we provide as much contextual information as possible as part of the referral process, including issues we are aware of away from school in order to aid in the assessment process. This will help build a fuller picture of the child's needs and the support they may require. Further information can be found on the [Contextual Safeguarding Networking Website](#).

All parents and carers of students attending The Cumberland School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- promoting a caring, safe and positive environment within the school
- ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken
- encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the children themselves become aware of danger and risk and understand what acceptable behaviour is and what is not.
- working in partnership with all other services and agencies involved in the safeguarding of children
- displaying appropriate posters that detail contact numbers for child protection help-lines
- always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- welcoming visitors in a safe and secure manner
- undertaking risk assessments when planning out of school activities or trips
- ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

6.0 Safeguarding and child protection in specific circumstances

Attendance

We are aware that a student's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day. We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day

- We will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date
- We will monitor safeguarding issues, arising from attendance concerns, using our attendance procedures

Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our students in line with our behaviour policy.

We are aware that any physical response from a member of staff to a student's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a student's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action
- We will always record any occasion when physical intervention has been necessary.
- We will always notify parents or carers of any such incident.

We understand and recognise that peer on peer abuse exists and are vigilant for signs of it. We will follow safeguarding procedures and create a culture so that students feel able to report it and that all children involved in any issues are dealt with sensitively and appropriately.

Health and safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

7.0 Working together with parents/carers

Pupil information

We recognise the importance of keeping up-to-date and accurate information about students. We will regularly ask all parents/carers to provide us with the following information (and to notify us of any changes that occur):

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- emergency contact details (at least two accurate contacts on file)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact details of G.P.
- any other factors which may impact on the safety and welfare of the child

Looked After Child and previous Looked After Child (LAC)

The Cumberland School will ensure staff have the skills, knowledge and understanding to keep LAC and previously LAC safe. When dealing with LAC and previously LAC, all agencies should work together to take prompt action to safeguard this vulnerable group. The designated teacher responsible for LAC and previous LAC students is Angela Moore as per statutory guidance. Angela Moore has undertaken appropriate training and has access to the necessary information, such as details of social workers and the virtual school heads, to support and promote the educational attainment of LAC and previous LAC students. Angela Moore will

work with the virtual school head of Newham (Chris Kersse) and other relevant virtual schools to discuss how to best use funding and support these students' progress.

Special educational needs

The school recognises that students with special educational needs and disabilities are more vulnerable and extra care must be taken to ensure they are safeguarded. To this end, the DSL and Deputy DSLs will work closely with the SENDco, parents and carers to ensure:

- all staff are aware of the children with SEND and know how to make provision for them particularly
- when students with SEND are in periods of transition such as changing schools and on educational visits, that staff are aware of safeguarding implications.
- that children with SEND will be explicitly taught about staying safe

Confidentiality

Information about students given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the child if that is necessary and appropriate. We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing. We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the student transfers.

Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

Alternative Education Provision

As a school, we are aware that in some instances we may place a student in an alternative provision, the responsibility for the safeguarding of that student remains with The Cumberland School and we should be satisfied that the provider meets their needs. The alternative provision should provide written confirmation that appropriate safeguarding checks have been carried out on those working at the establishment. Further information regarding students' behaviour can be found in our Behaviour Policy.

Sharing our policy

This policy is available to all parents of students and prospective students via our website and a hard copy can be made available on request.

8.0 Adults working with children

Safer recruitment

All staff and volunteers working with children in our school will be recruited safely; this includes having at least one member of our senior staff on the panel having undergone safer recruitment training. We understand it is our responsibility to prevent people who pose a risk of harm from working with children by:

- adhering to statutory responsibilities to check staff who work with children
- taking proportionate decisions on whether to ask for any checks beyond what is required

- ensuring volunteers are appropriately supervised

This also includes the following checks:

- verifying identity
- obtaining a certificate for an enhanced DBS check (including barred list information, for those in regulated activity)
- obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verifying the candidate's mental and physical fitness to carry out the work
- verifying the person's right to work in the UK
- if the person has lived or worked outside the UK, carrying out any other checks deemed necessary
- verifying professional qualifications
- checking that a candidate to be employed as a teacher is not subject to a prohibition order

Preparation

- We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.
- We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

Advertising

- We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.
- The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
- The advertisement will state that the post is subject to a Disclosure and Barring check.

Applications

- We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions
- We will scrutinise all completed application forms
- We will not accept CVs

References

- We will not accept open references or testimonials
- We will ask for the names of at least two referees
- We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children
- We will follow up any vague or ambiguous statements
- All references will be validated by a member of staff directly with the referee

Interviews

- We will always conduct a face to face interview even when there is only one candidate
- Our interview panel will always contain at least one member trained in safer recruitment practice
- Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children. We will ask supplementary questions to clarify and explore
- All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work

Appointments

- Our offer of appointment will be conditional on all requested checks having been returned as satisfactory
- All staff will be required to complete a Disclosure and Barring Service application. Employment will be subject to this. Staff will be expected to apply for an updated DBS every three years on a rolling programme and will be aided in this by the school
- All staff are required to notify the Headteacher of any issues or situations, alleged or otherwise, which may exclude them from working with children. All issues of a criminal nature should be disclosed at the earliest opportunity
- We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children

Induction

- We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing professional development

- We will ensure that all staff receive regular training in safeguarding and child protection in addition to frequent updates.

Supervision

- We will always supervise staff and act on any concerns that relate to the safeguarding of children

Dismissal

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child. This includes incidents where:

- an individual has harmed, or poses a risk of harm, to a child or vulnerable adult;
- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and
- that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

The DBS will then consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

Temporary staff

- All staff employed on a fixed-term contract or on a casual basis to fill a temporary vacancy will be employed via a reputable agency
- The school will acquire the agency's safeguarding policy and procedure documents
- All staff will be vetted by the agency and vetting details will be sent to the school prior to the start of employment. Vetting details will be saved by the school for up to a year after employment
- All staff will be required to provide a DBS number and photo ID on arrival to the school on the day that they start work

Volunteers

- All volunteers to the school will be approved by the DSL

- A checklist will be followed prior to the volunteer starting at the school and this will include applications and reference checking in the same way as other staff
- All volunteers will be presented with a safeguarding policy to sign
- If volunteers are attending school on an ongoing basis, longer than two weeks, they will be required to attend a full safeguarding induction

All the above information will be kept in an accurate Single Central Record (SCR) to demonstrate that we have carried out the mandatory pre-appointment checks outlined above.

Board members

We understand that as a school we require - in addition to our DSL - a senior board level (or equivalent) lead to take leadership responsibility for our safeguarding arrangements. The Local School Board member for safeguarding is **Paulette Watson**. She has the appropriate training in order to carry this responsibility. This **must** be a separate person from the DSL, in order to ensure there is sufficient challenge to our safeguarding arrangements and performance.

In addition, all members of the Local School Board (LSB) and MAT Board members will undergo a DBS check and they will attend safeguarding training at appropriate intervals to ensure they are able to execute their duties in regard to safeguarding. The LSB The board members will ensure our Child Protection, Safeguarding and Early Help policy and our staff code of conduct is in place, remains effective and is robust. Our Headteacher will ensure all policies and procedures are followed by all staff, particularly concerning referrals of cases of suspected abuse and neglect.

Safe Practice

- We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship
- We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately

Allegations against staff

- We understand that a child/young person 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 Headteacher
- The Headteacher on all such occasions will discuss the content of the allegation with the Chair of the Local School Board, the CEO of the trust and the Local Authority Designated Officer (LADO) for safeguarding
- If the allegation made to a member of staff concerns the Headteacher, the member of staff receiving the information will immediately inform the Chair of the Local School Board who will consult with the LADO and the Designated Senior Person for Child Protection
- The LADO (Nick Pratt) can be reached on 0203 373 3392 or email lscb@newham.gov.uk Outside of 9am-5pm, we will contact the Emergency Duty Team (Tel. 0208 430 2000) or local Police (Met switchboard – 101 or in an emergency 999)
- We will always follow our locally agreed procedures for the management of allegations against staff. The procedures are available at: <http://www.newhamlscb.org.uk/>

The DSL will inform the person accused about the allegation as soon as possible after consulting the Headteacher, unless a strategy discussion is needed or other agencies need to be involved, in which the DSL

will wait until these parties have been consulted before informing the accused. This also applies to informing parents or carers of children involved.

The KCSIE 2019 guidance states suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative. As a school, we have a duty of care to employees and will support the accused to manage and minimise the stress resulting from the allegation. The accused will be advised to contact their union representative or a colleague for support, and be given access to welfare counselling or medical advice where available.

It is important that the school maintain confidentiality about the investigation and adhere to reporting restrictions that prohibit the publication of any material that may lead to the identification of the accused unless they are charged with an offence, has waived their right to anonymity, or information or a decision on the case is published by the secretary of state.

Whistleblowing

- We recognise that children/young people 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
- The school's whistleblowing policy can be found on the website and is available in hard copy on request.
- Further guidance is contained within KCSIE 2019 when there are concerns around the schools' practices and or the Headteacher.

9.0 Monitoring and reviewing our policy and practice

Our Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Headteacher any weaknesses or deficiencies.

The Local School Board has a duty to remedy any weaknesses that are identified. An annual report will be submitted to the Local School Board which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- the names of members of staff with designated safeguarding responsibilities
- confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- the training that has been undertaken by the designated staff, including Deputy DSLs
- the training that has been undertaken by all other staff and volunteers
- details of any incidents when physical restraint of students has been used
- details of information and guidance that has been given to staff
- details of safeguarding and child protection issues included in the curriculum
- confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- details of safeguarding and child protection information given to parents
- details of the safety of the school site and the access given to visitors
- confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- numbers of child protection referrals made to children's services
- details of child protection conferences or meetings attended regarding children (names of children are not shared)
- numbers of children who are, or have been, subject to a child protection plan

The Local School Board, Headteacher and Designated Staff will work together on any aspect of safeguarding and child protection that is identified as an area for development over the coming year.

Our policy will be reviewed annually with Local School Board.

This Policy was last reviewed on

Communication

- This policy is available to all parties on the school website.
<http://www.cumberlandcst.org/school/safeguarding>
- All staff are directed to read the policy at the start of the school year and/ or when commencing employment with the school. Staff are requested to sign a document to say they have read and understood the policy and part 1 and Annex A of KCSIE 2019
- Hard copies of the policy can be requested in writing

Policy documentation control

| | |
|--------------------------------|-----------------------|
| Responsible for review: | Angela Moore |
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