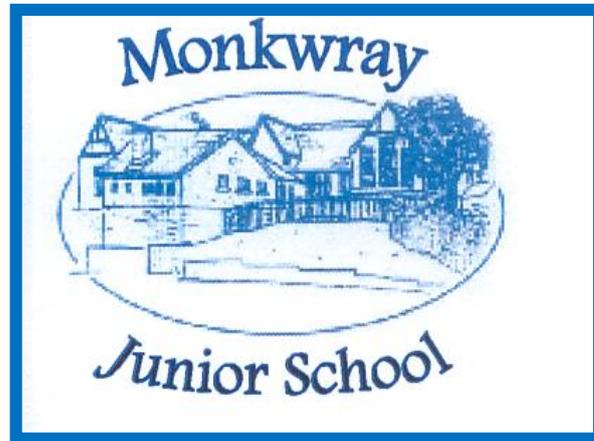


MONKWRAY JUNIOR SCHOOL SAFEGUARDING POLICY



Designated Safeguarding Lead- Mrs Pamela Telford

Designated Safeguarding Teacher – Miss Lucy Park

Learning Mentor – Mrs Anne Banks

Designated Governor – Mrs Tracy Grears

Adopted by Governing Body on:

October 2016

Review Date: September 2017

Safeguarding/Child Protection Policy

School Vision

Our Mission Statement was written by the pupils, staff and governors. It encapsulates what we believe our school should be and affirms the principles of Every Child Matters and the importance of safeguarding. (see appendix 1) Monkway Junior School aims to perform to the highest possible standards in all aspects, in order to develop all of its pupils to their full potential.

The Mission Statement – pupil statements:

- ❖ To help each other and always be kind.
- ❖ To look after the school.
- ❖ To respect each other's property.
- ❖ To respect each other. Treat others as you would expect to be treated.
- ❖ To work hard.
- ❖ To be sensible.
- ❖ To always be happy. Remember to smile.
- ❖ To make sure everyone enjoys coming to school.
- ❖ Make all new people feel part of our school.
- ❖ Be polite to all in school and our visitors.

Staff and Governors statements:

In order to achieve this, the school will attempt to develop its pupils in the following ways:

- ❖ To make good progress in all curricular areas.
- ❖ To fully develop individual strengths.
- ❖ To be positively motivated as learners.
- ❖ To become fully rounded individuals.
- ❖ To be prepared to listen and to mutually respect others.
- ❖ To have confidence in themselves and the school.
- ❖ To have a high level of self-esteem.
- ❖ To co-operate with peers, adults and the wider community.
- ❖ To feel that they "belong" in school.
- ❖ To care for each other.
- ❖ To be happy in school.

The school will attempt to do this by:

- ❖ Having high expectations of all its pupils.
- ❖ Providing appropriate yet challenging activities.

- ❖ Being committed fully to developing every pupil and listening to their views.
- ❖ Providing a safe, stimulating and friendly environment.
- ❖ Having consistent, firm but fair discipline.
- ❖ Being approachable and welcoming.

In order to achieve these aims, the school will work in partnership with pupils, parents/guardians and the whole community, to empower our children and enrich their lives.

“Schools and colleges must also have regard to statutory guidance *Keeping Children Safe in Education (2016)*, which provides further guidance as to how they should fulfil their duties in respect of safeguarding and promoting the welfare of children in their care” (Working Together to Safeguard Children March 2015)

“Because of their day to day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.” (Working Together 2013 and the Children Act, 1989)

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements set out in paragraph 4 of this chapter. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Keeping Children Safe in Education and Dealing with allegations of abuse against teachers and other staff (Agency Roles and Responsibilities- Cumbria LSCB)

1. PURPOSE OF A CHILD PROTECTION POLICY

- 1.1 An effective whole school safeguarding policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. An effective policy also makes explicit the school’s commitment to the development of good practice and sound procedures.

This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child, within a culture and environment where the child is listened to and feels safe.

2. INTRODUCTION

- 2.1** At Monkway, we work to a common goal- that of being the best we can possibly be, in a safe climate of endless possibilities.
- 2.2** Monkway fully recognises the contribution it can make to protect children and support pupils in school.

According to the DfE, safeguarding and promoting the welfare of children is defined as:

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

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

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

- 2.3 This policy applies to all pupils, teaching and non-teaching staff, mid-day supervisors, kitchen staff, governors and all other visitors/volunteers who come to our school.

3. SCHOOL COMMITMENT

- 3.1 We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore:
- a) Establish and maintain an ethos and environment where children feel secure and are encouraged to talk, their viewpoints are valued and are listened to. This is encouraged at all times within curriculum time and during playtimes.
 - b) Ensure that children know that there are adults in school who they can approach if they are worried or in difficulty. Circle time is operated throughout the school and provides opportunity for children to raise issues.
 - c) Include in the curriculum activities and opportunities for PHSE, which equip children with the skills they need to stay safe from abuse and understand what abuse is. These aspects are developed throughout the school's PHSE, and circle time planning, Kidsafe programme and include advice on talking to strangers, by following a policy of non-contact between all individuals and more recent developments related to Internet use/ dangers. Children are also aware of points of help/ contact from family and school staff, to local organisations and Childline.
 - d) Include in the curriculum, material which will help keep children safe and develop realistic attitudes to the responsibilities of adult life, particularly looking after themselves - keeping healthy and looking after others, respecting each other's opinions and reacting appropriately. Development of appropriate social skills is taught throughout the curriculum.
 - e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents, through the school's safeguarding ethos, parents leaflet (see Appendix 6), prospectus and parents' formal and informal meetings with staff, so that they understand our responsibility to ensure the welfare of all children and a recognition that this may require a referral to other agencies as a positive measure.
 - f) Establish effective working relationships with colleagues from other agencies, contributing to an inter-agency approach to safeguarding by

developing effective and supportive liaison with these agencies. Understanding, within the Children Act 1989, Children Act 2004 and section 175 of the Education Act 2002 that we are all committed to safeguarding and promoting the welfare of children and would only refer on issues where the safety of a child was in question.

4. FRAMEWORK

4.1 Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. This includes all staff, governors, visitors/ volunteers and the pupils themselves, as stated in Section 175 of the Education Act 2002.

4.2 The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Boards (LSCB). The LSCB is committed to the safety and protection of all children in Cumbria and to the support of children in their own family networks, whenever possible, through the provision of multi-agency services. (Working together to support children and families).

4.3

John Macilwraith, Acting Corporate Director of Children's Services, sits on the Cumbrian Safeguarding Children Board, which is chaired by Gill Rigg. Locality boards ensure that all children are safeguarded and that staff within the various agencies are appropriately trained to carry out their safeguarding functions, within the locality areas but with clear lines of accountability.

5. ROLES AND RESPONSIBILITIES

5.1 All adults working with or on the behalf of children have a responsibility to safeguard children, be vigilant in cases of suspected abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals. There are however, key people within schools and the LA who have a **statutory** responsibility under the Children Act 2004, Education Act 2002 Section 175 and the guidance from Keeping Children Safe in Education September 2016. This includes Designated Teachers, Head teachers, Designated Governors, Children's Services Designated Officers (CSDO). However, safeguarding children is everyone's business and a collective responsibility for the whole of the Governing Body. At Monkway, Safeguarding issues should be reported to the Designated Safeguarding

Leads – Miss L Park (Designated Teacher), Mrs P. Telford (Headteacher) and in their absence Mrs A. Banks (Learning Mentor).

5.2 The role and responsibilities of the Designated Safeguarding Lead are;

- To have the knowledge and skills for recognising and acting upon safeguarding concerns.
- To play the crucial role in acting as a source of expertise and advice to colleagues within school.
- To conduct inter agency liaison with Social Care and other units/agencies.
- To attend strategy meetings.
- To be part of core groups
- To share information for the child's welfare on a need to know basis, whilst maintaining confidentiality.
- To ensure information is stored separately from the child's school/record file.
- To refer concerns from pupils who may have disappeared or whose transfer has raised concerns via Children's Services-Children Missing in Education office – Janice Ogilvie – 01946 505558
- To be involved in the induction process of new members of staff.
- To review policy in line with Governors' viewpoints at annual review.

5.3 The roles and responsibilities of the Head teacher are:

- To ensure the people who need to know the policy are given this information and have access to this.
- To ensure policy is enacted out in school.
- To ensure that the Safeguarding Children Policy is given a high degree of priority at this school.
- Along with the Governors reflect the importance of Safeguarding, provide and support regular training of school staff, particularly Designated Teachers, to ensure they are up to date and ensure funding for this work is used solely for this purpose.
- Along with the Governors to ensure appropriate police checks (CRB) and references are taken when recruiting staff, volunteers and Governors in line with the safe recruitment practice and that the Head/ named governor have completed online/face to face safer recruitment training with the National College or Children's Workforce Development Council or other accredited agency e.g Safehaven. (Refer to Training Record – appendix 5)

5.4 The roles and responsibilities of Designated Governor (Mrs T Grears) are:

- To have a Designated Governor for Safeguarding, but understand that the whole Governing Body shares the collective responsibility to safeguard all children.
- To ensure that Safeguarding Procedures are in place, and a written whole school policy is produced, owned and regularly reviewed, at least annually, by the staff, which clearly outlines the school's position and positive action to be taken in respect of standards from the Government and Cumbria LSCB procedures.
- To ensure that Safeguarding is a standardised item on the Governing Body agenda.
- Understand their roles and responsibilities in relation to Cumbria Local Safeguarding Children Board Procedures – Safeguarding Practice Guidance - Allegations against staff. In line with confidentiality issues, governors should not be given details related to specific cases. They do not work with the child, therefore are not in the 'need to know' group.
- Where an allegation is made against a member of staff, Mrs P. Telford, head teacher, will contact Cumbria Local Authority Designated Officer (D.O), as the allegation process has to be followed. (See flowchart- appendix 3).
- If an allegation were made against Mrs P Telford, the head teacher, the Chair of Governors (Mr A Banks) would liaise with Cumbria Local Authority Designated Officer (D.O) in line with the allegations process. Designated Officer (D.O) contact details: 01768 812267 or email lado@cumbria.gov.uk.
- Along with Designated Lead, Designated Teacher and Learning Mentor provide and support regular training of school staff, particularly Designated Teachers, to ensure they are up to date.
- Along with the Head to ensure appropriate police checks (CRB/DBS) and references are taken when recruiting staff including completing safer recruiting training.

5.5 The people responsible for Safeguarding promote its importance and provide clear policy statements for parents (within the school prospectus/ additional information leaflet), staff (through induction process and additional INSET) and children and young people (within the curriculum) on this and on both positive behaviour policies and the schools approach to bullying.

6. PROCEDURES

6.1 The designated teacher may seek advice and support from Cumbria Safeguarding Hub based in Penrith – telephone 0333 240 1727 (Following advice from the duty social worker this may lead to Monkway School completing an Early Help Assessment, Children’s Services Single Referral Form requesting services) available from www.cumbrialscb.com. (See Appendix 2)

6.2

Staff are kept informed about Safeguarding procedures through relevant INSET and know where to access guidance, procedures and the referral form. (available on LSCB website). This includes non- teaching staff, mid- day supervisors etc. All new staff, as part of their induction, will be notified of who the designated safeguarding leads are, on their first working day.

INSET will be provided by the designated team within the first term of a new member of staff joining the school, as part of their induction procedure.

Our commitment to providing a safe and positive environment for the children at Monkway is contained within our school prospectus. All parents receive this when their child enters the school.

All pupils are informed about the T.E.L.L. policy within school.

T – Talk to an adult

E - Everyone needs to share

L - Let someone know

L - Look after everyone

School council organise a competition to design the best poster to reinforce this message.

7. TRAINING AND SUPPORT

7.1 Our school will ensure that the Head teacher (Pamela Telford), the Designated teacher (Lucy Park), the Learning Mentor (Anne Banks) and the nominated Governor for Child Protection (though all Governors share the responsibility) (T Grears), attend training relevant to their role (every 2 years). Other staff will receive basic training through in school INSET and will be updated in the same way (every 3 years – please refer to Training Record). All staff should be aware of who the designated team and governor are and should raise any concerns with these people.

7.2 All staff and governors have completed PREVENT training.

- 7.3 There is a rolling programme of all staff and governors to complete training on: Child Sexual Exploitation, Female Genital Mutilation and Domestic Violence.

8. PROFESSIONAL CONFIDENTIALITY

- 8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

Staff will be aware through INSET that issues of child protection should be confidential. People not in contact with that child do not need to know.

Parents should only be given information if it is not going to increase the risk to the child or prejudice an investigation.

Children should be told that the adult they are speaking to cannot promise to keep things secret, because they know that other people will be able to help them to stop the hurting. This means other people will need to know the details.

Children's Services: Social Care should be made aware of children where there are child protection concerns- verbally and then in writing within 24 hours using the single referral (available on LSCB website).

Referrals should be made through customer advisers who are based at the Cumbria Safeguarding Hub in Penrith which covers the whole of Cumbria.

Tel: 0333 240 1727.

E-mail childrens.edt@cumbria.gov.uk

Information should not be given to the wider staff, governing body, parents of other children, other children.

- 8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure or personal information to others, [including to social care], must always have regard to both common and statute law.

- 8.3 Wherever possible, consent should be obtained before sharing personal information with third parties (including other agencies) Data Protection Act 1998, European Convention on Human Rights, Article 8). In some circumstances, obtaining consent may not be possible or in best interest of the child. The safety and welfare of the child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

9. RECORDS AND MONITORING

9.1 Well-kept records are essential to good Safeguarding practice. Monkway is clear about the need to record any concerns held about the child or children within our school. Within school these are kept confidentially and separately from school records. All school staff are requested to record any concerns on a weekly basis using the Log of Concerns sheet (see appendix 4) which is circulated throughout school. A member of the Safeguarding Team will monitor the concerns and take any necessary appropriate action. This is to ensure that isolated incidents are not overlooked and the Safeguarding Team and others in school are working together to ensure a comprehensive overview is held of each child in school.

If a child were to leave or transfer, this information or Child Protection file would be shared/handed over with the appropriate Designated Teacher at the new school and a form "Safeguarding Children transferring to another school" should be completed by both parties.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

A strategy meeting/ discussion will be held in relation to CP concerns (Section 47). An initial case conference may be called where there is Child Protection concerns, and should identify those adults/ young people who present, or are thought to present, risks to the child. Although Social Care normally convenes a case conference, other agencies, may request one where there is a safeguarding concern around a child of statutory school age.

Participation may be limited to those who have a need to know or have a contribution to make, and this will always include staff in schools, even if the alleged abuse had not been identified in the school. The Head/ Designated Person should automatically be invited to attend the initial case conference, or a representative, as he/ she will undoubtedly have valuable information to contribute.

If appropriate, a Child Protection Plan will be drawn up which is produced by Social Care. Staff in educational establishments need to be aware of any recommendations made at the case conference and/ or in a Child Protection Plan in order to ensure protection, continuing care, support for the child or as a member of the core group. It may be necessary to attend case conferences held in school holidays, and the Headteacher/ Designated teacher will need to make arrangements as appropriate. Designated Staff in different agencies will be notified if a child is no longer subject to a Child Protection Plan. There is a right to object to such a decision, if you are unhappy with that decision.

(See appendix 2 for flow charts of process and aims and objectives of Cumbria Local Safeguarding Children's Board (LSCB)).

11. SUPPORTING PUPILS AT RISK

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. We will monitor children who have been identified as at risk, keeping, in a secure place, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences.

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

This may involve extra small group work with peers (or individually with internal/ external support), on developing positive attitudes, self-esteem and social skills and using the school's positive rewards system.

11.2 This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation. This includes positive rewards for all aspects of daily school life- recognising effort made not only excellent results. We reward work using a credit system and we have an achievement assembly.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued. Children are consulted on whole school issues through class councils/ school council. Adults in school can raise their points in staff meetings. School rules are phrased positively to promote ownership and respect. The school environment should also enable the children feel physically safe. Doors which open from inside mean procedures are in place so that people entering during the school day have to come to reception. Through the curriculum local Police Services speak to the children about local and wider issues which may affect them, from stranger danger to getting to and from school safely.
- c) The implementation of the school behaviour management policy, having an understanding of the various types of bullying- physical, verbal and indirect,

and act promptly and firmly to combat it, making sure that pupils are aware of school's position on this issue and who they can contact for support.

- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting. The Behaviour Support Team may be involved.
 - e) Regular liaison with other professionals and agencies who support the pupils and their families. This includes Children's Services Social Care, Specialist Teachers, Medical Professionals; support services e.g. the Hopegill Centre, Cumbria Adolescent Mental Health Service (CAMHS) etc.
 - f) A commitment to develop productive, supportive relationships with parents, whenever it is in the interests of the child to do so. Parents are invited into school for both formal and informal parents' meetings and to support their child(ren) in performances and sporting events. They are able to make mutually convenient appointments to see staff at any time.
 - g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
 - h) Staff working in one to one situation with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.
- 11.3 This policy should be considered alongside all policies in school, but particularly Behaviour Policy (including restraint), Special Educational Needs Policy, Health and Safety Policy, Anti Bullying Policy, Single Equality Scheme, ICT- use of images of children and access to Internet, First Aid and the Administration of Medicines, school's Whistle Blowing policy and with reference to recruitment of staff in line with CRB/DBS procedures and Keeping Children Safe in Education 2014.
- 11.4 We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/ or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Additionally taking particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse are supported effectively with particular attention paid to ensuring those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills.

11.5 It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection. Other vulnerable groups may include Children Looked After who will be supported in line with their Care Plan.

12 SAFE SCHOOL, SAFE STAFF

All staff (teaching and non-teaching), Governors, visitors/ volunteers and students, will have access to the policy and relevant publications (What to do if you think a child is being abused/ School Safeguarding leaflet). Through INSET they will have received basic training about how to deal with issues of concern related to child protection. (See appendix 2).

Staff will also receive information related to how to deal with and what will happen if an allegation is made against them, ensuring that all staff are fully aware of the procedures and that they are followed correctly (see appendix 3) at all times, using the guidance set down in 'Keeping Children Safe in Education' (September 2016).

13. WHISTLEBLOWING

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

Adults working in the school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable child who is targeted. These children need adults they can trust to safeguard their welfare.

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

Reasons for whistle blowing:

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

What stops people from whistle blowing?

- Fear of starting a chain of events which spirals out of control.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.

- Fear of not being believed.

How to raise a concern:

- Voice concerns, suspicions or uneasiness as soon as possible. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is causing concern and why.
- Approach the Designated Safeguarding Lead, Mrs Pamela Telford
- If the concern is related to the Head teacher, the Chair of Governors should be contacted or, if it is felt that the issue needs to be reported to someone outside the school, contact Cumbria Safeguarding Hub.
- Staff should ensure they get a satisfactory response - don't let matters rest. If a staff member feels their genuine concerns are not being addressed, the issue should be referred to the Cumbria Safeguarding Hub.
- Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible.
- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

What happens next?

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

Self-reporting:

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

Further advice and support:

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from the Head Teacher, HR provider and/or your professional or trade union. There is also the NSPCC Whistleblowing advice line (0800 028 0285), which is open 24 hours a day.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things

go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos).

Appendix 1

EVERY CHILD MATTERS FRAMEWORK

Outcomes

Be Healthy	Stay Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well Being
<ul style="list-style-type: none"> • <u>Physically healthy</u> • Mentally and emotionally healthy • Healthy lifestyles • Choose not to take illegal drugs 	<ul style="list-style-type: none"> • <u>Safe from maltreatment, neglect, violence and sexual exploitation</u> • Safe from accidental injury and death • Safe from bullying and discrimination • Safe from crime & anti social behaviour in & out of school • Have security, stability and are cared for 	<ul style="list-style-type: none"> • <u>Ready for School</u> • Attend and enjoy school • Achieve educational standards at primary school • Achieve development and enjoy recreations • Achieve educational standards at secondary school 	<ul style="list-style-type: none"> • <u>Engage in decision making and support the community and environment</u> • Engage in law-abiding and positive behaviours in and out of school • Develop self-confidence and successfully deal with significant life changes and challenges • Develop enterprise 	<ul style="list-style-type: none"> • <u>Engage in further education, employment or training on leaving school</u> • Ready for employment • Live in decent homes and sustainable communities • Access to transport and material goods • Live in households free from low income

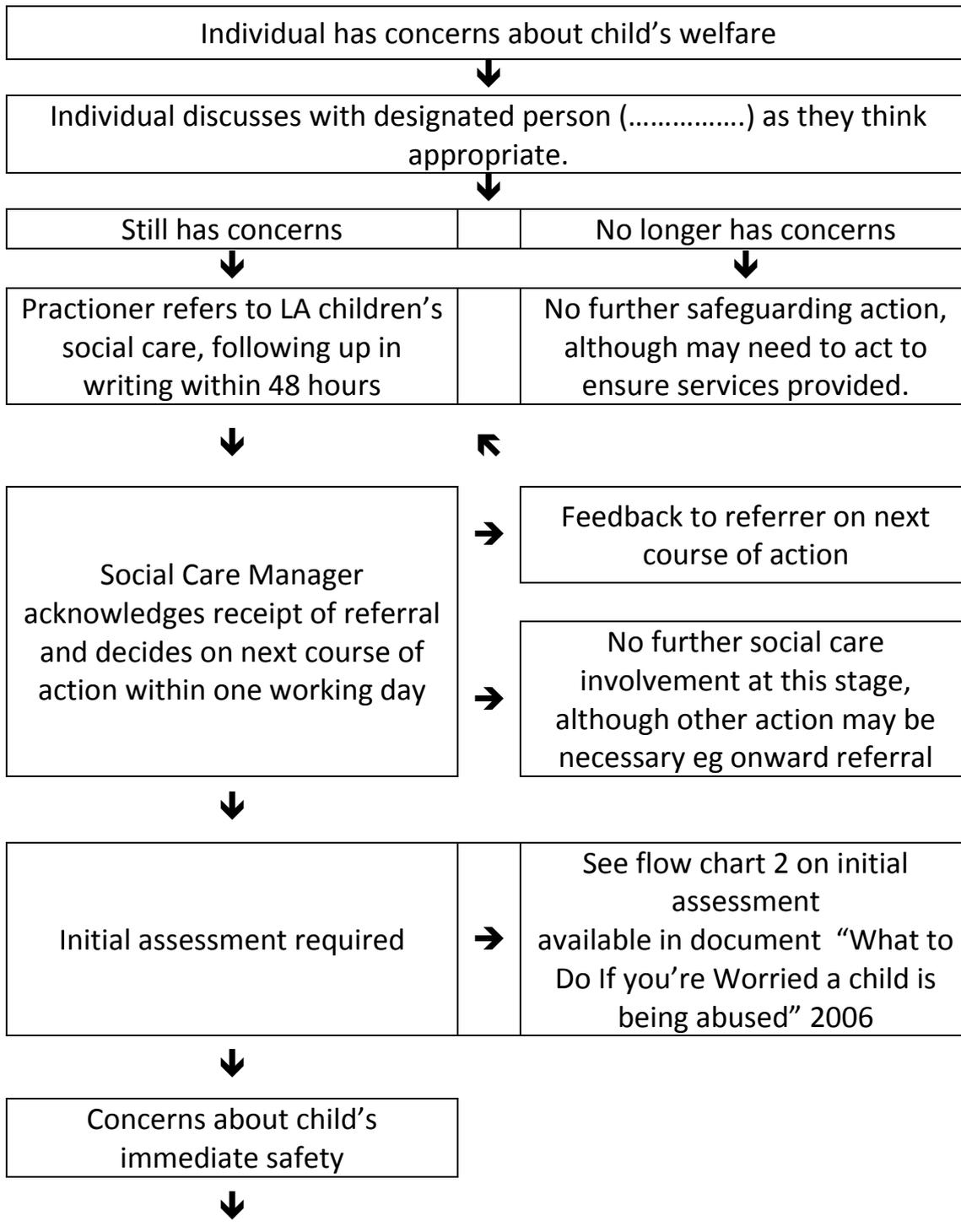
			-ing behaviour	
Support				
Parents, carers and families promote healthy choices.	Parents, carers and families provide sage homes and stability.	Parents, Carers and families support learning.	Parents, Carers and Families promote position behaviour.	Parents, carers and families are supported to be economically active.

Appendix 2

Procedures to follow when the Safeguarding Person is notified of the concern about the welfare of a child

If there is any concern – contact can be made with the Central Safeguarding Hub based in Penrith. Tel. 03332401727. E-mail childrens.edt@cumbria.gov.uk This process will enable you to make a decision if a referral is the appropriate procedure.

A Flow Chart for referral



See flow chart 3 on emergency action – available in document “What to Do If you’re Worried a child is being abused” 2006

Appendix 3

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

Contact - Local Authority Designated Officer (D.O) – 01768 812267

Email lado@cumbria.gov.uk

If you cannot get through to the D.O you can contact can contact the **Safeguarding Hub** on 0333 240 1727.

Extract taken from www.cumbrialscb.com

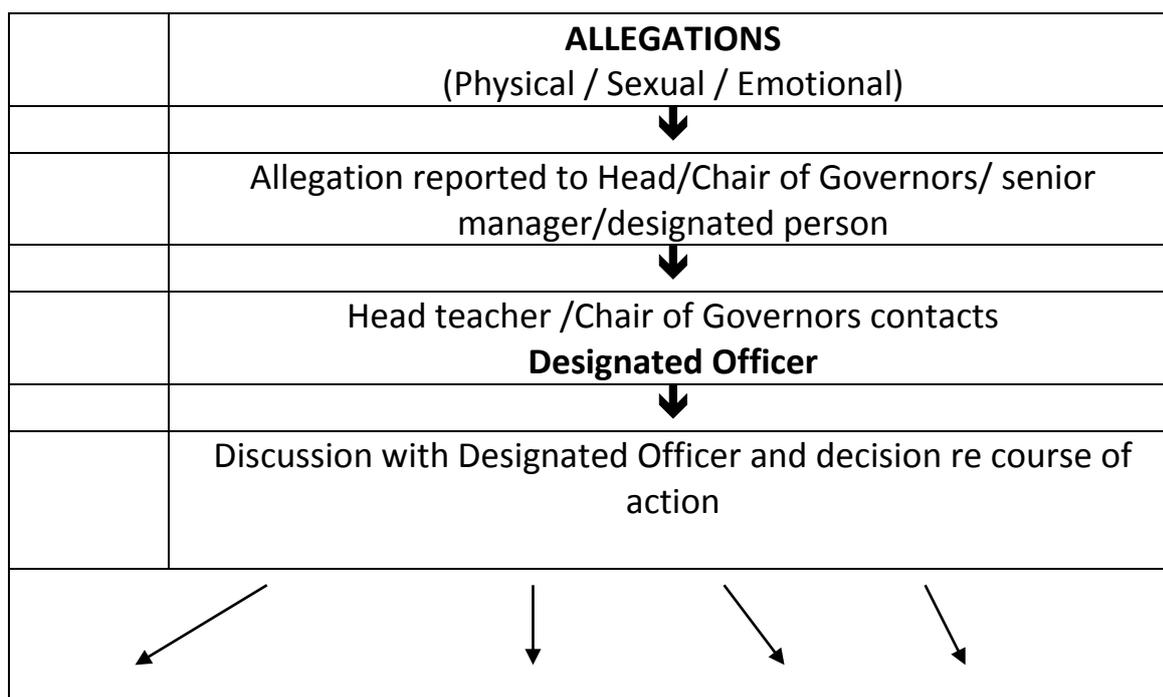
Chapter 7

7.5.1 Action by organisation on receipt of an allegation

As outlined in ‘Working Together to Safeguard Children’ the Designated Officer must be informed of all allegations against adults who work with children.

The Designated Officer is located within Children’s Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.



Police Investigation	Strategy Meeting	Employers Action(including disciplinary action)	No Further Action
	Assessment by Social care		

D.O tracks progress,monitors outcomes and reports to the LSCB and DFE.

Appendix 4

Monkway Junior School – Weekly log of concerns

This document must be passed around staff during assembly on Mondays and returned to Mrs Banks

Class	Week beginning:												
1													
2													
3													
4													
Other													

X No concerns

✓ Concerns – fill in the “Log of concerns” sheet and return to Mrs Banks