



## Warwick Bridge School Child Protection Policy

At the time of writing, January 2018, the following roles were held:

Designated Person for Child Protection:	<b>Mark Ashton</b>
Deputy Designated Person for Child Protection:	<b>Stuart Walsh</b>
Designated Governor responsible for Child Protection:	<b>Gemma Reed</b>

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## 1 DEFINITIONS

Throughout this document the words ‘child’, ‘children’ and ‘young people’ are used. In all circumstances this is taken to mean a minor under the age of 18.

Wherever the term ‘Designated Officer’ or ‘DO’ is used, this refers to the role formerly known as the Local Authority Designated Officer (LADO) which was renamed Designated Officer in ‘Keeping Children Safe in Education’ July 2015.

## 2 MISSION STATEMENT

Working, Achieving, Respect, Wisdom, Inspiring, Cooperation, Kindness

We will provide the best education opportunities  
to inspire everyone to reach high,  
to celebrate achievements,  
build confidence and enjoy learning

## 3 INTRODUCTION

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. 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.

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.

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.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. It is our aim to create a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy and grow in confidence.

This Child Protection Policy must be read in conjunction with the overarching school Safeguarding Statement and other school policies (see Section 6).

## 4 ETHOS

At **Warwick Bridge** School the health, safety and well-being of all our children are of paramount

importance to all the adults who work here. All of our children have the right to protection, regardless of age, gender, ethnicity or disability. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying.

**Warwick Bridge** School regards Child Protection as an essential task of **all** its staff, governors and visitors/volunteers who come into school. We are committed to protecting children and safeguarding pupils in school.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, visiting adults, governors or external sources – school community, external agencies or individuals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration. Misconduct by other staff will be dealt with under normal school disciplinary procedures.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

The use of circle time and assembly time help to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. The EYFS pupils will take part in assemblies led by the Head Teacher and EYFS staff. They will also take part in other enriching activities that will be a daily part of their education.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. The PSHE (Personal, Social and Health Education) Curriculum will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe.

Warwick Bridge School recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right and where they feel safe, secure and respected. We aim to provide suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties and ensure they know adults in school can be approached if they are worried or in difficulty. We will encourage them to talk openly and enable them to feel confident that they will be listened to.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

We are also committed to establishing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004:

- Be healthy (physically, mentally and emotionally);
- Stay Safe (protection from harm and neglect);
- Enjoy and Achieve (via education, training and recreation);
- Make a positive contribution to the school community and general society;
- Achieve social and economic well-being.

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of the Education Act 2002 and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

*"The Governing Body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school"* - Education Act 2002. Reference: Section 175.

## 5 POLICY AIMS

There are three main aims to our Child Protection Policy:

- Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils;
- Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- Support:** by providing support for students and school staff and for children who may have been or are being abused.

We will do these things by:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity'
- promoting good health and preventing the spread of infection;

- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Whole School behaviour Policy for details);
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children’s lives at home or elsewhere;
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for vulnerable groups such as children with communication difficulties or who use alternative/augmented communication systems;
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and student’s physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children’s needs are met;
- In relation to ratios for the Early Years and Foundation Stage, we follow the statutory guidance in the DfE 2012 Statutory Framework for Early Years and Foundation Stage – Section 3.
- maintaining records, policies and procedures.

## **6 ENTITLEMENT**

Each child in our school, regardless of their background or home circumstances could be the victim of child abuse, whether it is by a parent, other adult known to them or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe, and who to ask for help if their safety is threatened.

## **7 IMPLEMENTATION**

This policy applies to all who come into contact with children in Warwick Bridge School, including: teachers, supply teachers, learning support staff, teaching assistants, mid-day supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and visitors including contractors.

This policy should be read in conjunction with other related school policies including:

- Overarching Safeguarding Statement
- Health and Safety Policy
- E-Safety Policy
- Whole School Behaviour Policy including procedures for preventing and dealing with Bullying and Racism, Positive Handling, Support and Physical Intervention Procedures etc.

- Sex Education Policy
- School Single Central Record
- Safeguarding Children - Induction Leaflet for Visitors and Contractors
- Single Equality Scheme/Objectives
- Guidance on the Use of Photographic Images
- School Drug Policy
- Missing Child Procedures
- Managing Medicines Procedures
- Educational Visits Procedures (including procedures for assessing risks)
- First Aid and Accident Procedures
- Attendance Procedures
- Data Protection Policy
- Special Educational Needs Policy
- Risk Assessments (inc. Fire Safety)
- Accessibility Plan
- Lettings Arrangements

and DfE, Ofsted and LSCB guidance including:

- DfES (now DfE) guidance Safeguarding Children and Safer Recruitment in Education (2007)
- DfE Statutory Framework for Early Years Foundation Stage -2012
- Working Together to Safeguard Children 2013
- DfE Ensuring Good Behaviour In Schools 2012
- DfE Behaviour and Discipline in Schools – Guidance for Governing Bodies, July 2013
- DfE Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2014
- DfE Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies, July 2013
- DfE Allegations of Abuse against Teachers and Non-Teaching Staff 2012
- DfE Screening, Searching and Confiscation – Advice for Head teachers, School Staff and Governing Bodies, February 2014
- DfE The Prevent Duty – Departmental advice for schools and childcare providers, June 2015
- DfE Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools , November 2014
- HM Government Revised *Prevent* Duty Guidance: for England and Wales – Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, July 2015
- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff – October 2015
- Ofsted’s Inspecting safeguarding in early years, education and skills settings, August 2015
- Ofsted’s Safeguarding in Schools: Best Practice 2011
- Cumbria Local Safeguarding Children’s Board (LSCB) [www.cumbrialscb.com](http://www.cumbrialscb.com).
- LSCB Guidance for Dealing with Fabricated and Induced Illness
- LSCB Guidance on the Abuse of Children with a Disability or Complex Health Needs
- LSCB procedures for Managing Allegations Against Staff

- Guidance for Safer Working Practice for Adults who Work with Children and Young People / Code of Conduct for Staff - on the LSCB home page click on 'Safe Recruitment' and the link found under section 5.

## **8 THE CHILDREN ACT 1989**

The Children Act 1989 introduced two key elements to Child Protection:

### **8.1 Child Support**

**Section 17** of the Children Act 1989 aims to identify those children and families in need of support. Where the child is not at risk of significant harm, but it is believed that the family would benefit from receiving services from Children's Social Care.

Under Safeguarding Procedures staff can make a referral to the Children's Services Directorate for child and family support, this must be done with the consent of the parent/carer.

### **8.2 Child Safety**

**Section 47** of the Children Act 1989 places duty on Children's Social Care to assess those children who are deemed to be either at risk of suffering significant harm or likely to suffer significant harm.

Parents/carers permission must be sought before discussing a referral about them with other agencies, unless permission-seeking may itself jeopardise the investigation or place a child at risk of harm.

If you suspect that a child is being abused but there is nothing directly stated, seek an explanation for your concerns as appropriate, usually from parents/carers and/or the child without raising the question of abuse.

## **9 DEALING WITH DISCLOSURES FROM CHILDREN**

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in school s/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This must be signed and include the date, time and place of the disclosure. All records must be locked in the Child Protection filing cabinet which is located in the school office. A model Child Disclosure/ Concern Record can be found at Appendix A.

Inform the Designated Person for Child Protection (DPCP), Mark Ashton, who will evaluate the member of staff's assessment. Initial contact will be made with Children's Services County Triage Service (see below).

The DPCP can:

- make a telephone referral to Children's Services County Triage Service (see below) and confirm in writing via the Children's Services Single Contact form - [Click here to access](#). The initial referral may be made by telephone but must be followed up in writing within 48 hours.



All adults in school have a shared responsibility to safeguard and promote the welfare of all children.

### **Children's Services County Triage Service**

Tel: 0333 240 1727

E mail: [county.triageteam@cumbriacs.cjsm.net](mailto:county.triageteam@cumbriacs.cjsm.net)

The service enables callers to outline their concerns and the County Triage Service will give advice and if necessary undertake assessments of need. The County Council has issued a Triage process guidance document setting out the process involved. [Click here to access](#)

**This service is available any time of day or night.**

Staff must be aware that:

- it is not the responsibility of teachers or other staff or volunteers in schools to investigate suspected cases of abuse;
- they should not take any action beyond that agreed in the procedures established by the Cumbria Local Safeguarding Children's Board (LSCB) [www.cumbrialscb.com](http://www.cumbrialscb.com).
- they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

### **Listening to Children**

Experience, and consultation with children, shows that children will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Children also want to know that they will be listened to and their concerns will be taken seriously, so School will seek to demonstrate to children that it provides them with a safe environment where it is okay to talk.

Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. They will record the discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures.

If a child chooses to disclose, the member of staff or other adult in the school will:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that this information must be passed on;
- make a careful record of what was said.

Staff will never:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping ‘secrets’;
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

**Vulnerable Groups:** For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

## 10 COMMUNICATION

We will ensure that staff have sufficient understanding and use of English to ensure the well-being of children in our care. We will ensure we are in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene.

## 11 ROLES AND RESPONSIBILITIES

All governors and staff have a shared responsibility to safeguard children. However, there are certain designated persons in school with more specific roles and responsibilities:

### 11.1 The Role of the Designated Person for Child Protection (DPCP)

The Designated Person for Child Protection (DPCP) will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training. The Designated Safeguarding Lead is also the ‘Prevent Single Point of Contact’ (SPOC).

#### **Liaison and Referrals: The DPCP will**

- liaise with local statutory children’s services agencies and the Cumbria LSCB
- refer cases of suspected abuse or allegations to Children’s Services County Triage Service (see section 8 for contact details).
- act as a source of support, advice and expertise within school when deciding to make a referral. The Children’s Services Single Contact form - [Click here to access.](#)
- inform Ofsted of any allegations of serious harm or abuse by any person working with a child (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and notify Ofsted of the action taken in respect of the allegations

#### **Training: The DPCP will:**

- recognise how to identify and respond appropriately to signs of abuse and neglect and when it is appropriate to make a referral.

- have a working knowledge of how the Cumbria Local Safeguarding Children's Board operate, Cumbria Child Protection Procedures, the conduct of a child protection case 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 Policy and Safeguarding Statement.
- ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately when they arise.
- be alert to the specific needs of children in need, including those with special educational needs, young carers and those at risk of radicalisation or child sexual exploitation;
- be able to keep detailed, accurate and secure written records of concerns and referrals;
- obtain access to resources and attend any relevant or refresher training courses and, where required, disseminate information learned from training to others in the setting;
- be able to keep detailed accurate secure written records of referrals/concerns.
- obtain access to resources and attend any relevant or refresher training courses at required frequencies.
- secure opportunities for continued professional development for staff - we will support our staff to improve their qualification levels wherever possible.

**Support and Awareness Raising: The DPCP will:**

- provide support, advice and guidance to any other staff member on an on-going basis and on any specific safeguarding issues as required.
- ensure the child protection/safeguarding policy is updated and reviewed annually and work with the governing body regarding this.

**Supporting Pupils at Risk:**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. School may be the only stable, secure and predictable element in the lives of the children at risk.

**We will endeavour to support pupils through:**

- a curriculum which encourages self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment where everyone is valued;
- the implementation of a shared behaviour policy;
- a consistent approach which supports all children;
- regular liaison with other professionals and agencies who support the pupils and their families;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

## **11.2 The Role of the Head Teacher**

It is the responsibility of the Head teacher to:

- ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- ensure sufficient resources and time is allocated to enable the designated person and other staff to discharge their responsibilities, including attending training including taking part in

strategy discussions and other inter - agency meetings, and contributing to the assessment of children;

- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing policy.
- ensure all staff and, where appropriate, volunteers attend or are given access to training in child protection procedures and strategies to enable them to identify children who may be at risk from all forms of abuse or harm;

### 11.3 The Role of the Governing Body

Good practice suggests that a designated Governor is appointed for Child Protection – Gemma Reed.

#### **The Governing Body is accountable for ensuring their establishment:**

- has effective policies and procedures in place in accordance with Chapter 2 (paragraph 4) of the DfE statutory guidance - "Working Together to Safeguard Children (2013)" and that these are monitored for compliance;
- has a child protection policy and procedures in place that are in accordance with LSCB and LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- has effective policies in place for child protection and staff behaviour (part of the Whole School Behaviour Policy and the Staff Code of Conduct) which are provided to staff and volunteers on induction;
- has safeguarding arrangements which take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the Cumbria SCB;
- actively promotes fundamental British values as part of the school's broad and balanced curriculum in order to ensure pupils' spiritual, moral, social and cultural (SMSC) development;
- assesses the risk, taking local context into account, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- has a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- has safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check (DBS check). (See also Single Central Record)
- has procedures for dealing with allegations against members of staff and volunteers that comply with guidance from the DfE (Dealing with Allegations of Abuse against Teachers and Other Staff), LSCB, LA and locally agreed inter-agency procedures.
- has a senior member of staff who is designated to take lead responsibility for dealing with child protection issues providing advice and support to other staff, liaising with the LA and working with other agencies.
- operates a whistle blowing procedure and will remedy any deficiencies or weaknesses in regard to child protection arrangements that is brought to its attention without delay.
- has an annual child protection item on the governing body agenda.

#### 11.4 The Role of ALL Staff

- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- All staff have a responsibility to read and properly understand the School's Child Protection Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case.
- In addition to working with the Designated Safeguarding Lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- If at any point there is a risk of immediate serious harm to a child a referral will be made Cumbria Safeguarding Hub immediately – **anybody can make a referral**.

## 12 ATTENDANCE AT CHILD PROTECTION CONFERENCES

The Designated Person for Child Protection or their deputy will be expected to attend the initial Child Protection Conference and provide a written report.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around child protection issues by the Designated Person for Child Protection.

#### **We will endeavour to support pupils through:**

- a curriculum which encourages self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment where everyone is valued;
- listening to the child's views and concerns with an open mind;
- the implementation of a shared behaviour policy;
- a consistent approach which supports all children;
- regular liaison with other professionals and agencies who support the pupils and their families;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

In addition to the above, as part of wider safeguarding responsibilities, school staff will be alert to:

- disclosures by pupils of their exposure to the extremist actions views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- pupils accessing extremist material on-line, including through social networking sites
- parental reports of changes in behaviour, friendship or actions and requests for assistance
- local schools, LA services and police reports of issues affecting pupils in other schools or settings;
- pupils voicing opinions drawn from extremist ideologies and narratives;
- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our Single Equality Scheme, views based on, but not exclusive to, gender, disability, homophobia, race, colour or

culture;

- attempts to impose extremist views or practices on others;
- anti-western or anti-British views.

## 13 RECOGNISING ABUSE

In the Children Acts 1989 and 2004, a child is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children' (2013) as:

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

Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

### 13.1 Physical Abuse

Physical abuse 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.

### 13.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating

in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.

- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), 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, though it may occur alone.

For more information, see our procedures for preventing and dealing with bullying within the **Whole School Behaviour Policy**.

### 13.3 Sexual Abuse

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.

### 13.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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 caregivers); or
  - ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### 13.5 Special Circumstances

The 'Cumbria Thresholds for Referral guidance', issued January 2013 [Click here to access](#) outlines the response to special circumstances in child protection cases, including issues such as:

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- Forced marriage
- ‘Honour’-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession or witchcraft
- Trafficked and exploited children
- Young carers

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Some of the warning signs are:

- The child may become especially secretive and stop engaging with their usual friends.
- They may be associating with, or develop a sexual relationship with older males or females.
- They may go missing from home – and be defensive about their location and activities, often returning home late or staying out all night.
- They may be missing school.
- They may be in possession of new, expensive items which they couldn’t normally afford, such as mobile phones, iPads or jewellery.
- They may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste.
- They may look tired and/or unwell, sleeping during the day.
- They may have marks or scars on their body which they try to conceal.
- They may adopt new ‘street language’ or respond to a new ‘street’ name.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism.



We are aware of and understand when it is appropriate to make a referral to the Channel programme and/or the Safeguarding Hub.

## **14 INDUCTION AND TRAINING**

All school-based staff will be required to undertake an appropriate level of training, including safeguarding training. We will train all staff to understand the overarching Safeguarding Statement and this Child Protection Policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- internal school procedures, roles and responsibilities;
- dealing with disclosures from children;
- whistle blowing procedures as they refer specifically to Child Protection;
- emergency evacuation procedures;
- the school Single Equality Information/Objectives, and
- general health and safety issues.

Training is organised by the DPCP in line with Cumbria LSCB guidance. All staff have undertaken whole school – Level One Safeguarding Training which will be refreshed every three years.

We will ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. We will support our staff to improve their qualification levels wherever possible.

The nominated governor will receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Governing Body.

The school leadership team will ensure the DPCP(s) attend the required DPCP safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 3 years as required by guidance. The DPCP has undertaken both Level 2 and Level 3 (Multi-Agency) Safeguarding Training. The Deputy DPCP has undertaken Level 2 Safeguarding Training.

The DPCP will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection and communication lines. This will also be a regular agenda item at staff and departmental meetings.

The Governing Body will ensure that at least **two** appropriate members of the school team complete accredited Safer Recruitment Training in line with NSCL/CWDC requirements which will be refreshed at least every 5 years.

The DPCP and Head Teacher (if not one and the same) will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.

## **15 RECORD KEEPING**

Staff will record any welfare concern that they have about a child on a Child Disclosure/Concern Record (Appendix A), with a body map (Appendix B) where injuries have been observed to be passed to the DPCP. Records must be completed as soon as possible after the incident/event and must be signed and dated – See Section 8.

Blank Child Disclosure/Concern Records are kept in school office.

Child protection records are kept centrally and securely by the DPCP and are shared on a 'need to know' basis only. They will be held separate from the child's curriculum file.

The Head Teacher will be kept informed of any significant issues by the DPCP.

All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new DPCP or Head Teacher.

A record will be made of all incidents where pupils have expressed racist, homophobic, extremist or radical views which will be monitored at a senior level.

## **16 ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS**

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including volunteers rather than members of the child's family. Such allegations are dealt with according to specific procedures published on the Cumbria LSCB website [www.cumbrialscb.com](http://www.cumbrialscb.com) (Chapter 7) and the DfE Allegations of Abuse against Teachers and Non-Teaching Staff 2012.

The member of staff to whom the allegation is reported will:

- treat the matter seriously;
- ensure that, where necessary, the child/young person receives appropriate medical attention;
- make a written record of the information using the Child's/Parent's own words, including when the alleged incident took place; who was present; and what happened;
- sign and date the written record;
- report the matter immediately to the Senior Management Officer (this should be the Head teacher), or deputy in his/her absence. Confidentiality must be maintained at all times.

The Senior Management Officer for Warwick Bridge School is Mark Ashton.

### **Initial Action by the Senior Manager**

The Senior Manager will wherever possible:

- obtain written details of the allegation, signed and dated by the person receiving the allegation;
- countersign and date the written details;
- record any other information and names of any potential witnesses;
- establish a chronology of significant events;
- consider any information already known about those involved;
- discreetly check any incident or log books;
- on the basis of these factors, make a professional judgment, and record the reason for any subsequent action taken.

If the allegation meets, or appears to meet, any of the criteria below the Senior Management Officer must consult the Local Authority Designated Officer (**LADO**) – see Section 17 below, as soon as possible but certainly within **1 WORKING DAY**. To report a concern to the LADO, please use the notification form which is available either from the LSCB website or from the KAHSC website. You can also access it by the following link: **LADO - Allegation Notification Form (Doc)**.

Send completed forms to the Multi-Agency Triage Team, using any of the following methods:

(Please note: if sending by email we advise that the document should be password protected)

- Fax: 01768 812090
- EFax: **lado.fax@cumbria.gov.uk**
- Post: LADO, Multi-Agency Triage Team, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ
- Please note if you are worried that a child is at **risk of immediate harm** please contact the County Triage Team on **0333 240 1727** or see **How to refer a child**.

To speak to a LADO for advice please contact Multi-Agency Business Support Team who will take your details and ensure a LADO returns your call:

Phone: **01768 812267**

Or you can email **lado@cumbria.gov.uk**

LADO working hours are Monday to Thursday 9am to 5pm and Friday 9am to 4.30pm.

- In case of emergency outside of the above hours please contact **Emergency Duty Team** on **0333 240 1727**.

The responsible senior manager will contact the LADO if the member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff members conduct outside work which may raise concerns about their suitability to work with children.

Action will not normally be taken until this discussion takes place, unless emergency action is required to safeguard or protect the child concerned, in which case the usual child protection procedures will take precedence. In order not to compromise any possible criminal investigation the member of staff will not be advised that a serious allegation has been made against them unless it is agreed as appropriate by the LADO or agreed at a strategy discussion. The child's parent will also be advised at the earliest opportunity that an allegation has been made but they will be advised not to discuss the allegation direct with the staff member concerned.

If an allegation requiring immediate attention is received outside of normal office hours the Senior Manager will consult immediately with the Children's Services County Triage Service or Local Police. They must ensure they inform the LADO the next working day.

### **Initial Consideration by the Senior Manager and LADO**

The LADO will establish, in discussion with the Senior Manager that the allegation is within the scope of the LSCB procedures and may require further investigation. There may be up to 3 strands considered as part of this consideration and the discussion will centre upon whether there is a need for:

- a police investigation because a crime has or may have been committed
- enquires and assessment by social care to determine if services or emergency actions are required
- consideration by the employer of disciplinary action in respect of the individual

If agreement is reached that the criteria for action by the police or children's services has been established, the LADO will contact children's social care to ensure a formal 'strategy meeting' is set up involving children's services social care and the police. If only the last criterion is met the LADO will provide advice to the Senior Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the organisations procedures for discipline and conduct.

### **Suspension**

The decision on **suspension/transfer to alternative duties** of the staff member subject to the allegation is the responsibility of the Senior Manager having consulted with their HR adviser and the LADO. Suspension will never be an automatic step for staff subject to allegations; each case will be dealt with on its merits taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it is possible to investigate the allegation whilst the person is still at work. The strategy meeting will make a recommendation to the setting if one is required but the ultimate decision rests with the Senior Manager.

### **Subsequent Actions**

The detailed procedures that need to be followed after this initial consideration are available on the LSCB website. Advice and guidance is available through the LADO who has a responsibility to provide advice and monitor the case to a conclusion. The Senior Manager is expected to keep the LADO advised of progress especially where it has been agreed that the matter should be dealt with

within the framework of the organisations disciplinary process (see above). If the staff member is suspended and/or subject to disciplinary process the Senior Manager must seek and follow HR advice and guidance to ensure that the disciplinary process is correctly applied.

Referrals must also be made to the DBS when we have concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults – See Section 28 for further details. In these circumstances we must make a referral to the DBS. If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Disclosure and Barring Service [Click here to find out how to refer to the DBS](#).

**All staff will be made aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

#### **EYFS**

We will inform Ofsted of any allegations of serious harm or abuse by any person working with the child (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

For more detailed guidance on how to respond to allegations against staff, please refer to the Cumbria LSCB guidelines [Click here to access Guidance document](#) and [Click here for Staff Guidance Leaflet](#) and Section 17 on **Whistleblowing**.

## **17 CUMBRIA LOCAL SAFEGUARDING CHILDREN BOARD (LSCB)**

The County has a Local Safeguarding Children Board. The Local Authority Designated Officers (LADO's) in Cumbria are as follows:

#### North Cumbria

**Carol Holt**

#### South Cumbria

**Laura Cross/Neil Spence**

To speak to a LADO for advice please contact Multi-Agency Business Support Team who will take your details and ensure a LADO returns your call. Section 16 above provides further information on contacting the LADO:

Phone: **01768 812267**

Or you can email [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)

In an emergency situation, please contact the:

#### **Children's Services County Triage Service**

Tel: 0333 240 1727

E mail: [county.triageteam@cumbriacs.cjsm.net](mailto:county.triageteam@cumbriacs.cjsm.net)

## **18 WHISTLE BLOWING**

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 children or young person 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 immediate manager, Designated Person for Child Protection Mark Ashton;
- If the concern is related to an immediate manager/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 the Children's Services Triage Team;
- Staff should ensure they get a satisfactory response - don't let matters rest;
- Ideally, concerns should be put in writing, outlining the background and history, giving names, dates and places wherever possible can;
- 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 senior managers, HR provider and/or your professional or trade union.

*"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).

For Community and Voluntary Controlled Schools, reference should also be made to any advice on whistle blowing (school based staff) issued by Cumbria County Council.

## **19 MEDICATION**

### **19.1 Staff taking Medication/Other Substances**

Persons working with children must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff or volunteers who work with children are taking medication which may affect their ability to care for children, they should seek medical advice. We must ensure that they only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

### **19.2 Managing Medicines**

We have and implement procedures, for administering medicines – refer to the **Managing Medicines Procedures** for further details. This includes systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines will not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse

or pharmacist (medicines containing aspirin or ibuprofen will only be given if prescribed by a doctor).

Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

## **20 WORKING WITH OTHER AGENCIES**

Warwick Bridge School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Warwick Bridge School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and CAF Teams around the Child.

The School Leadership Team and DPCP will work to establish strong and co-operative relationships with relevant professionals in other agencies.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities offering support and assistance from external agencies where required.

## **21 PARTNERSHIP WITH PARENTS**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns about their children with parents/carers. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Services and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents. This Child Protection Policy is available on request.



## **22 PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING**

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DPCP(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DPCP can seek advice from the Children's Services County Triage Service (0333 240 1727).

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Services Safeguarding Team or Children's Social Care), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DPCP as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

## **23 CURRICULUM AND STAYING SAFE**

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Warwick Bridge School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Warwick Bridge School will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

At Warwick Bridge School we encourage the safe use of external agencies or speakers to enrich the experiences of our pupils. We will, however, positively vet those external agencies, individuals or speakers who are invited with by the school staff or by the pupils themselves in order to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individual to ensure that:

- any messages communicated to pupils support fundamental British Values;
- any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies

- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- activities are matched to the needs of pupils.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

## 24 SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the DPCP.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection, however, all concerns **MUST** be reported to the DPCP without delay.

The DPCP can put staff and parents in touch with outside agencies for professional support if they so wish.

We will put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the staff member/volunteer and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning a child's development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

## 25 SAFE WORKING PRACTICE

Staff are required to work within clear Guidelines on Safe Working Practice / the school's Code of Conduct.

A young person may make an allegation against a member of staff or volunteer in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff and volunteers should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention will only be used when the child is endangering him/herself or others and such events will be recorded and signed by a witness. Staff and other adults in the school are aware of the **Whole School Behaviour Policy**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training will be provided. Full advice and

guidance can be found in the **DfE Use of Reasonable Force, July 2013** and **Guidance for Safer Working Practice for Adults who Work with Children and Young People – October 2015**.

## **26 E-SAFETY, USE OF MOBILE PHONES AND CAMERAS**

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Warwick Bridge School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's **E-Safety Policy** which can be found in head's office.

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy incorporated into our E-Safety Policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-Safety Policy will clearly state that mobile phone or electronic communication with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People – October 2015, the school's e-Safety/Acceptable Internet Use Policy and the Cumbria LSCB document 'Online Communication Code of Conduct for Staff Working with Children' which is reproduced at Appendix C.

When using digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular pupils should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites. Staff are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should normally only be taken on school equipment; if personal equipment of staff is used, the individual should inform another member of staff, show them the images and ensure that the downloading and subsequent deletion of the images from the personal device is witnessed (if possible by the same member of staff who witnessed the original image taking. Care should be taken when taking digital/video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.

Pupils must not take, use, share, publish or distribute images of others without their permission.

Photographs published on the website, or elsewhere that include pupils will be selected carefully and will comply with good practice guidance on the use of such images. Pupils' full names will not be used anywhere on a website or blog, particularly in association with photographs. Written permission from parents or carers will be obtained before photographs of pupils are published on

the school website or in the media. Guidance from KAHSC - General Safety Series G21 - will be followed.

A pupil's work will only be published with the permission of the pupil and parents or carers.

We discourage and advise all parents to discourage, pupils from bringing mobile phones to school on the grounds that they are valuable and may be lost or stolen. Where a pupil does bring a mobile phone to school, the phone must be handed to a member of staff. It will remain switched off during the school day and may not be used, for any purpose on school premises, grounds or during off-site school activities (such as school swimming or sports activities). The only exception to this would be in an emergency or with the express approval of a member of school staff. The Head Teacher may, at their discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests.

Where a school pupil is found by a member of staff to be using a mobile phone, as above, for any purpose, the phone may be confiscated from the pupil in line with the **Whole School Behaviour Policy**.

## 27 COMPLAINTS

The school has a **Complaints Procedure** available to parents, pupils/students and staff who wish to report concerns. This can be found in the School Office.

All reported complaints/concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff** - see Section 15.

## 28 SAFER RECRUITMENT

Warwick Bridge School is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within Guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role in line with the DfES (now DfE) document 'Safeguarding Children and Safer Recruitment in Education' 2007. [Click here to access.](#)

We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes School Governors/volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

In line with statutory changes, underpinned by regulations, the following will apply:

- A DBS Enhanced Disclosure for Regulated Activity is obtained for **all** new appointments to our setting, where the individual has unsupervised access to students unless the individual has previously registered with the Disclosure and Barring Update Service when we will check the update service for a 'real time' update on the Enhanced Disclosure.
- A DBS Enhanced Disclosure with a Children's Barred List Check will be obtained for volunteers when their volunteering involves unsupervised access to children. Where the individual has registered with the DBS update service, this will be used to gain a real time update on the Enhanced Disclosure;
- Governors who have unsupervised access to children on a regular or frequent basis will also be subject to an enhanced DBS Disclosure and be checked against the Children's Barred List; **NOTE: settings are not legally entitled to request a check against the Children's Barred List for Volunteers including Governors when they do NOT have unsupervised access to children. Schools may however, if they wish, still ask Governors to hold an Enhanced Disclosure;**
- Existing volunteers and parents who only accompany staff and children on one off outings or trips that do not involve an overnight stay, or who help at specific one off events such as sports day, do not require a DBS check for regulated activity, and will always have reasonable supervision. In this circumstance, schools are, however, legally entitled to request an Enhanced Disclosure for volunteers but NOT a Barred List check;
- This school is committed to keeping an up to date Single Central Record detailing a range of checks carried out on our staff and others who come into contact with pupils;
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks will be carried out on all appointments to our school workforce before the appointment is confirmed.

We will inform ALL staff including volunteers that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). We will NOT allow an individual whose suitability has not been checked including through a criminal records check, to have unsupervised contact with children.

The Governing Body will ensure that at least **two** appropriate members of the school team complete accredited Safer Recruitment Training in line with NSCL/CWDC requirements. There will always be at least **one** member of every interviewing panel who has completed Safer Recruitment training which must be refreshed at least every 5 years.

## 29 REFERRAL TO THE DBS

The Disclosure and Barring Service's (DBS) role is to help prevent unsuitable people from working with children and vulnerable adults.

Referrals are made to the DBS when an employer or an organisation has concerns that a person has caused harm or poses a future risk of harm to children or vulnerable adults. In these circumstances, the employer or regulatory body must make a referral to the DBS. **If we dismiss or remove a member of staff or a volunteer because they have harmed a child or vulnerable adult, or we would have done so if they had not left, we must tell the Disclosure and Barring Service [Click here to find out how to refer to the DBS.](#)**

- If the school dismisses or removes a member of staff/volunteer from working with children and/or vulnerable adults (in what is legally defined as regulated activity) because they have harmed a child or vulnerable adult we have a legal duty to inform the DBS.
- An organisation which knowingly employs someone who is barred is breaking the law.
- A person barred from working with children or vulnerable adults is breaking the law if they work/volunteer or seek to work/volunteer with these groups.

The **DBS Referral Form** is available to download [here](#).

DBS referral guidance is also available [Click here to access](#) to help us understand the referral process.

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria LSCB website [Click here to access](#).

### 29.1 Childcare Act 2006/Childcare (Disqualification) Regulations 2009

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

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

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

**All 'relevant' staff are required to complete a self-declaration on an annual basis.**

## 30 THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused. See **School Lettings Arrangements** for further information.

The Governors/Head teacher will take appropriate action to ensure that the school is not hired out or otherwise let to external agencies who use the premises to deliver messages of, or support for, extremism or radicalisation.

### 31 SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

We will ensure that our premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment and toys, must be safe for children to use and premises must be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements). We have, and implement, a **Health and Safety Policy**, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We will take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, and fire extinguishers) which are in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside.

We operate a strict no smoking policy, which prevents smoking in a room, or outside area at all times.

We will only release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised.

We have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly. Risk assessments inform staff practice, and demonstrate how we are managing and controlling risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Children must be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. We consider what additional measures are necessary when children stay overnight. Refer to the school **Educational Visits Procedures** for further details.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

We will take all reasonable steps to prevent unauthorised persons entering the premises. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Please refer to the DfES (now DfE) document 'A Legal Toolkit for Schools [Click here to access](#) and DfE non-

statutory guidance 'Advice on school security: Access to, and barring of individuals from, school premises – December 2012.

## 32 SUMMARY

All staff will follow the procedures set out by Cumbria Local Safeguarding Children Board (LSCB) – Cumbria's Multi-agency Thresholds Guidance and take account of guidance issued by the Department for Education to promote the well-being and safeguarding of our pupils. These procedures and guidance have been revised to take account of the publication "Working Together to Safeguard Children" 2013 [Click here to access](#).

We will:

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role. They will receive training in inter-agency procedures that enables them to work in partnership with other agencies and gain the knowledge and skills needed to fulfil their responsibilities. Refresher training will be undertaken at 3 yearly intervals. The Designated Person for Child Protection (DPCP) is Mark Ashton, in his absence it is Stuart Walsh. The DPCP has undertaken the Level 2 and 3 training. The Deputy has completed Level 2 training; Refresher training will be undertaken in accordance with statutory requirements and recommendations provided by Cumbria SCB;
- ensure we have a nominated governor responsible for child protection who has received appropriate training and support for this role. Currently this role is undertaken by Gemma Reed;
- maintain a high profile on child protection/safeguarding training for all staff;
- ensure the training is appropriate to equip them to carry out their responsibilities for child protection effectively. Suitable refresher training is undertaken at 3 yearly intervals;
- ensure Child Protection arrangements are part of Induction Procedures for all staff and volunteers. New staff and volunteers will receive and sign this policy along with the Safeguarding Statement which will explain Child Protection/Safeguarding Procedures, and are shown where they can access information and with whom to discuss any concerns;
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Person for Child Protection responsible for child protection and their role;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, both physical and emotional, and responsibility for referring any concerns to the designated senior person responsible for child protection;
- notify Children's Services Triage Team if there is an unexplained absence of a pupil who is on a Child Protection Plan;
- develop effective links with relevant agencies which will lead to effective information sharing;
- co-operate as required with enquiries regarding child protection matters including attendance at core group meetings, case conferences, contributing to reports and ensure cover enabling the relevant person to attend when needed;
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensure all records are kept securely; separate from the main pupil file, and in locked locations. Currently records are stored in school office;
- ensure procedures for dealing with allegations of abuse against staff members are in



accordance with Cumbria LSCB guidelines and all staff are aware of them;

- ensure safe recruitment practices are always followed and appropriate checks (Disclosure and Barring Service Checks) are carried out on new staff and volunteers who will work with children on a frequent or intensive basis. Frequent is defined as once per week or more; intensive is defined as 4 or more occasions in any 30 day period or overnight. Those staff/volunteers who are not reasonably supervised will also require a Children’s Barred List check;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice by operating and positively encouraging a whistle blowing policy;
- if any adult suspects that a child may be a victim of abuse, they immediately inform the designated person about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect;
- if a child discloses any kind of abuse, the teacher /member of staff /adult should only seek initial clarification from the child - tact and sympathy is vital;
- under no circumstances should any member of staff attempt to obtain further information or to investigate what the child is saying;
- any action that the DPCP takes when dealing with an issue of child protection will be in line with the procedures outlined in Cumbria LSCB Procedures, Guidance and Protocols;
- we regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons as necessary;
- it is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Guidance about this can be found in the DfE Use of Reasonable Force, July 2013.

### 33 MONITORING AND REVIEW

Safeguarding including child protection is to be a regular agenda item at full Governors meetings; Sub-Committee Meetings and staff meetings, giving the Designated Person for Child Protection and Designated Governor the opportunity to update on staff/governor training and any other relevant issues or changes.

The Child Protection Policy is reviewed annually by the Governing Body to reflect current best practice and any new guidelines issued by Government or relevant agencies. The Child Protection Policy is reviewed annually as a statutory requirement and to take into account any new guidelines issued by Government or relevant agencies.

Policy written and adopted by Warwick Bridge staff **February 2018**

Ratified by Governing Body .....

Date to be reviewed **February 2019**

**Signed:**.....

**Signed:**.....

**Head Teacher**

**Chair of Governors**

**Date:**.....

CHILD DISCLOSURE/CONCERN RECORD							
WARWICK BRIDGE SCHOOL							
<i>Child Disclosure/Concern Record (to be written ASAP after <u>not</u> during your conversation with the child)</i>							
Child's Name		Class		DOB	/ /	Gender	M / F
Date	Time	Place		Name of Person completing this form <i>(please print)</i>			
/ /							
Nature of Concern/Conversation (continue on a separate sheet if necessary)							
Describe any marks you may have seen – noting size and position (refer to body map)							
Name of person you reported your concerns to							
Action to be taken/recommendations from the Designated Person for Child Protection							

Signed:		Position:	
Date:			

*Return the completed form to the Designated Person for Child Protection ASAP*

**BODY MAP**

*To be used (where appropriate) with Child Disclosure/Concern Record*



**Front**



**Back**



## **Online Communication Code of Conduct for Staff Working with Children**

### **Rationale and context:**

Over the past years the use of blogs, chat rooms and social networking sites, such as Twitter and Facebook has become increasingly popular. Such sites are used to chat with and share information, photographs and news with friends across the world.

Whilst the use of such sites has very many benefits there are potential problems concerning privacy and inappropriate usage. These may include breaches of confidentiality, unsuitable language or images, and in some cases breaches of the law.

Examples of such problematic usage of publicly accessible social networking could be:

- Staff referring to parents or children and young people by name
- Staff referring to forthcoming trips/visits
- Staff using derogatory or offensive language about parents, colleagues, managers, or the organisation for which they work.
- Staff posting images of themselves in inappropriate dress or situations
- Staff participating in illegal activities such as the sharing of indecent images of children
- Partners or friends posting inappropriate comments concerning staff
- Partners and friends posting images that show staff members in situations which may not be in keeping with their professional status

**This code of conduct is designed to protect staff who may use such sites in their private lives.**

It must be recognised that those who work with children have a duty to demonstrate the highest standards of conduct or integrity and make sure that their actions in their private lives do not put themselves in a situation when their conduct or integrity might be called into question or potentially bring their employer into disrepute. This could result in disciplinary action by your employer or even criminal prosecution. This code of conduct sets out expectations around online behaviour that could affect professional standing, integrity and dignity.

### **What this code does not cover:**

- Social contact between adult colleagues. However, staff need to be mindful of what they are posting and who can see it. This is important in respect of confidentiality,

workplace relationships, and the fact that their online contacts may not appreciate the difference between private and professional comments.

- Membership of professional networks or forums is not covered by this code as these are usually covered by a professional body's own code of conduct.

Membership of forums is not covered, although in extreme cases legal restrictions may apply. Staff should however remember that what they say may reflect upon their professional lives and moderate their comments accordingly.

### **Code of conduct:**

- Staff should not allow themselves to enter into online contact with children they work with, parents or their families. Friend requests from parents or children and young people under the age of 18 (past or present) in this context should be politely declined by explaining that it is against agency policy, which is designed to protect staff from abuse and misunderstandings.
- Staff should not create web pages, groups or contact lists concerning professional activities carried out on behalf of their agency unless they have express written permission from a senior manager to do so.
- There must be absolutely no private online contact between staff and any children and young people with whom they have a work-related relationship. This includes the storing of images of children under the age of 18.
- Any contact with children and young persons after they have left the organisation (e.g. moved to a secondary school) should be sanctioned by a senior manager within the organisation and the parent and not occur through social networking sites or other online communication technologies
- Online contact made as part of professional duties should always be carried out using technologies provided by the agency or local authority. These technologies should have the capability of logging and storing records securely.
- Staff are strongly advised to be careful about what they say online in contact with other young people such as relatives or family friends. This caution should apply to images or video material.

### **Staff privacy and dignity**

Staff are strongly recommended to check that their online privacy settings only allow "friends" to see their profiles. It is also advised that staff do not accept friend requests from people who are not personally known to them.

Staff may wish to ask friends to check before photographs are posted which may cause them embarrassment. Staff posting their own images should bear in mind the fact that any image can easily be downloaded and manipulated and they should choose which images they share

accordingly.

It is recommended that staff do not post images that could be used to identify their homes or families.

All staff are advised to make themselves familiar with the parent/carer pages on the CEOP “Think You Know” site at [www.thinkyounow.co.uk](http://www.thinkyounow.co.uk) and keep themselves up to date with the risks of emerging technologies.

The Link with the **‘Guidance for Safer Working Practice for adults who work with children and young people’**

This document is endorsed by the Cumbria local safeguarding children’s board (LSCB) and is being adopted by organisations that employ staff to work with children throughout Cumbria. Section 12 of the guidance covers communication with children and young people using (including the use of technology). This states that:

‘Communication between children and adults by whatever method should take place within clear and explicit professional boundaries.

Specifically the guidance recommends that adults should;

- Not give their personal contact details to children and young people including their mobile telephone number and details of any blogs or personal websites
- Only use equipment e.g. mobile phones, provided by the organisation to communicate with children and young people, making sure their parents have given permission for this form of communication to be used.
- Only make contact with children for professional reasons and in accordance with any organisational policy.
- Recognise that text messaging is rarely an appropriate response to a child in crisis or at risk of harm. It should only be used as a last resort where other forms of communication are not possible.
- Not use internet or web-based communication channels to send personal messages to a child/young person.

Ensure that if a social networking site is used, details are not shared with children and young people and privacy settings are set at maximum.