



Good Shepherd Trust

Life in all its fullness

OVERARCHING SAFEGUARDING STATEMENT

<i>At the time of publishing the following roles were held:</i>	
Head teacher	Ashley Ryan
Designated Safeguarding Lead	Ashley Ryan
Deputy Designated Safeguarding Lead(s)	Helen Jones and Linda Lobb
Designated Teacher for cared for or previously cared for children	Ashley Ryan
Designated Mental Health Lead (not statutory)	Helen Jones
Governor with Safeguarding responsibility	Liz Pritchard

Approved by¹			
Name:			
Position:			
Signed:			
Version Date:		Version No:	
Review date ² :			

Roles and terminology within the Good Shepherd Trust

Throughout this document the following terminology is used to describe the roles within the Trust.

Role/Term	Alternatives, description and meaning
Members	Members appoint the Directors. Membership is described in the Trust's Articles of Association
Directors	Also 'the Trust board' or 'the board' The Trust Directors are accountable in law for all decisions about member schools and are accountable to the Secretary of State for Education for the performance of each school within the Trust.
LGB	Also 'Local Governing Bodies' or 'LGB Members' The local governing body is a standing committee of the Trust which has delegated powers to oversee the running of its individual school. The LGB may choose to delegate some of these powers to smaller committees or the Headteacher as it deems fit to fulfil its responsibilities. Where the document refers to the LGB this might be through some committees or further delegation but with the understanding that the ultimate responsibility remains with the LGB.
CEO	Chief Executive Officer A significant number of responsibilities under the scheme of delegation lie with the CEO. It is recognised that the CEO may choose to delegate some of their duties to the Chief Finance Officer and School Improvement Consultants and other staff in their team.
Central Team	Refers collectively to the: Deputy CEO, Head of Finance, People Partner, Governance Lead and School Improvement Officer. Any other staff appropriate to the responsibility or task who work from the Trust's central administration office in Penrith rather than being based in a school.
SLT	Senior Leadership Team The Headteacher/Executive Headteacher, Head of School, Deputy Headteacher or other Senior staff member as appropriate to the individual school's senior leadership structure 'Headteacher' in policies will usually refer to the Headteacher or Executive Headteacher as appropriate for the leadership structure of the school

Values

In keeping with our Trust vision, every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work
- We are here for the whole person, spiritually, morally, educationally and socially
- In working with transparency and openness

Vision

The Good Shepherd Trust embraces life in all its fullness.

- This means that every pupil is supported to reach their full potential: academically, physically and spiritually.
- Every colleague is given the tools they need to flourish in their role and develop professionally.
- Every community is well served by the thriving school at its heart.
- Our schools enjoy the best of both worlds. Each is valued as unique with its own context and individuality. Equally, every school enjoys all the benefits of belonging to a bigger family with the support and collaboration that brings.

Policy Statement

1. Definitions

This is a Trust wide policy designed to cover all our schools. Since our area of operation covers more than one county when the document refers to Local Safeguarding Organisations it means the county in which the individual schools operate.

In working within Child Protection Policy and Procedures the only area that is school specific and can be changed, is the Child Protection Roles and Responsibilities Quick Sheet on the inside cover of the Child Protection policy. These should be reviewed annually as part of the Child Protection Policy and procedures.

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term '**parent**' is used this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

Wherever the term '**school**' or '**setting**' is used this also refers to our central office and academies and includes any wrap around care provided and delivered such as After School Clubs and Breakfast Clubs. The proprietor is The Good Shepherd Multi Academy Trust.

Child on child abuse may also be referred to as peer-on-peer abuse or child on child sexual violence and sexual harassment and should be taken to mean child on child abuse of any description.

2. Introduction

Child on child abuse left unaddressed, can have a devastating effect on individuals and their families. It can be a barrier to their learning and have serious consequences for their mental health. Such abuse which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling abuse, we can help to create a safe, disciplined environment where our pupils are able to learn and fulfil their potential.

There is no clear boundary between incidents that should be regarded as abusive, and those that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. In the main, therefore, this document refers to child on child sexual violence and sexual harassment.

If one child or young person causes harm to another, this should not necessarily be dealt with as 'abuse'. Bullying, fighting and harassment between children are not generally seen as child protection issues and would normally be dealt with in line with Trust's Whole School Behaviour Policy and procedures which includes anti-bullying procedures at each school. . However, it may be appropriate to regard a young person's behaviour as 'abusive' if:

- there is a significant difference in power (e.g., age, size, ability, development etc.) between the young people concerned.
- the perpetrator has repeatedly tried to harm one or more other children.
- there are concerns about the intention of the alleged young person.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused, or not.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The DfE statutory guidance '[Keeping Children Safe in Education](#)' is our first point of reference for child protection and child welfare issues in the school.

3. Ethos

At the Good Shepherd Trust the health, safety and well-being of all children is of paramount importance to every adult who works or volunteers here. All our children have the right to protection. They have a right to be safe in our schools; this is enhanced by the adoption of a robust Child Protection Policy and procedures, the Behaviour Policy and procedures which includes our procedures for preventing and dealing with cases of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and an Online Safety Policy and procedures. Copies of these Policies are available from each school website or on request.

The Trust regards Child Protection as an essential task of **all** its staff, Local Governing Body members and visitors/volunteers. We are committed to protecting children and safeguarding pupils.

We have adopted a whole trust approach to safeguarding and child protection. This means involving everyone, including proprietors, the staff and other adults working in the school, the

pupils and their parents. All staff have been advised to maintain an attitude of 'it could happen here' and we will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline.

We wish to make it clear to parents, pupils and staff that we have effective prevention measures in place across the Trust to tackle child on child abuse including sexual violence and sexual harassment and all other forms of abuse between children both within and outside school. Our approach to sexual violence and sexual harassment is reflected in, and is part of, our wider approach to safeguarding.

If an incident arises, we will deal with it robustly, quickly and appropriately. We will not tolerate any form of child-on-child abuse within our schools or by association.

4. Aims

[Keeping Children Safe in Education](#) states that "Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child-on-child abuse and sets out how allegations will be dealt with along with clear processes as to how victims, perpetrators and any other child affected by such abuse will be supported".

Whilst it is recommended that child on child abuse is dealt with as part of the Child Protection Policy and procedures, due to the sensitive nature and specific issues involved particularly with child-on-child sexual violence and sexual harassment, this Policy has been formulated and is designed to be read in conjunction with the overarching principles of the Trust's Child Protection Policy and procedures.

The aim of this Policy is therefore to ensure that any form of child-on-child abuse or harmful behaviour is dealt with immediately and consistently. Consequently, when allegations are made and appropriate responses put in place, this will reduce the extent of harm to those involved and minimise the potential impact on emotional and mental health and well-being.

5. Entitlement

The [Human Rights Act 1998](#) (HRA) sets out the fundamental right and freedoms that everyone is entitled to. Being subjected to harassment, violence and or abuse, including that of a sexual nature may breach any or all the rights made under the HRA depending on the nature of the conduct and the circumstances.

We also have obligations under the [Equality Act 2010](#). We will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Each child in our schools, regardless of their background or home circumstances could be the victim of child-on-child abuse. They are therefore all entitled to the same degree of protection and support. Each child 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.

6. Implementation

This Policy and supporting procedures applies to all who come into contact with children in our schools, including teachers, supply teachers, learning support staff, teaching assistants, mid-day

supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, Local Governing Body (LGB) members and other visitors including contractors.

This Policy should be read in conjunction with other related Trust policies and procedures including:

- Overarching Safeguarding Statement
- Child Protection Policy and procedures
- Online Safety Policy and procedures
- Behaviour Policy and procedures for preventing and dealing with bullying (including cyber-bullying, prejudice-based and discriminatory bullying and the potential for radicalisation) and racism, drug misuse, positive handling, support and physical intervention etc.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy and procedures
- Special Educational Needs Policy/Information Report (school specific)
- Attendance procedures
- Missing Child procedures

7. Review

This Policy will be reviewed annually and more often should legislation or statutory guidance change and to keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

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Local Safeguarding Contacts:

Cumberland Safeguarding Children Partnership

Email: CSCP@cumbria.gov.uk

Cumberland Children Advice and Support Service (CCASS)

Tel: 0333 240 1727

Local Authority Designated Officer (LADO):

Tel: 03003033892

Email: lado@cumberland.gov.uk

For details of this school's Child Protection Roles and Responsibilities please see the Child Protection Policy.

This Statement will be reviewed as and when required

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	KAHSC Version Description	Date of Revision/Review
1	Original	Nov 2011
2	Amended to include details of how to make a referral to the Disclosure and Barring Service	Dec 2012
3	Amended to include changes to statutory guidance Keeping Children Safe in Education April 2015 and Working Together to Safeguard Children March 2015	April 2015
4	Amended to include updated guidance Keeping Children Safe in Education July 2015 and new requirement for PREVENT Awareness Training	Aug 2015
5	Minor changes in title of Cumbria LSCB to Cumbria SCB	Nov 2015
6	Minor changes to terminology & date of DfE Supporting Pupils with Medical Conditions Statutory Guidance from 2014 to Dec 2015. Removal of 'referral to DBS' guidance as duplicated in CP Policy.	Feb 2016
7	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2016	Aug 2016
8	Minor updates to reflect the DfE Statutory Framework for EYFS, 2017 which came into force on 03 April 2017	May 2017
9	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2018 and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings, September 2018	Sept 2018
10	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2019 and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings, September 2019 and changes to create the Cumbria Safeguarding Children Partnership (SCP) from 29 September 2019	Sept 2019
11	Updated to reflect changes made in Keeping Children Safe in Education 2020.	Sept 2020
12	Updated to reflect changes made in Keeping Children Safe in Education 2021.	Sept 2021
13	Updated to reflect changes made in Keeping Children Safe in Education 2022 and new KAHSC Policies and procedures	Sept 2022
14	Updated Hub and external links only.	Sept 2023
15	Updated to reflect changes in 'Working together to safeguard children' Dec 2023	May 2024
	Reviewed (no changes)	Sept 2024
16	Updates to links and to reflect changes to the EYFS Statutory framework for group and school -based providers, KCSIE and updated links to the local Safeguarding Children Partnerships.	Sept 2025

Introduction

This Safeguarding Statement has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfE statutory guidance [Keeping Children Safe in Education](#); the DfE [EYFS Statutory Framework for group and school-based providers](#) and [Working Together to Safeguard Children](#). The school will also refer to and follow the guidance and procedures developed by the [Cumberland Safeguarding Children Partnership](#) (SCP).

Because of our close day to day contact with children, education staff have a crucial role to play in helping to promote safety, reduce risks and to identify welfare concerns and indicators of possible abuse and neglect at an early stage.

The Governing Body and staff of All Saints' CE Primary School (hereinafter referred to as 'the school') take seriously our responsibility under Section 175 of the Education Act 2002 (maintained schools) to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

This Statement and supporting Policies and procedures relate to all members of the school community including pupils, staff, Governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PHSE and within the safety of the physical environment provided for the pupils.

Definition of safeguarding

The statutory guidance '[Working together to Safeguard Children](#)' defines the term Safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interest of the children; and
- taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including pupils' health, safety and wellbeing including their mental health; managing behaviour and the use of reasonable force; meeting the needs of pupils with medical conditions; meeting the needs of children who have special educational needs and/or disabilities; providing first aid; educational visits; intimate care and emotional wellbeing; online safety and associated issues; and appropriate arrangements to ensure school security, taking into account the local context.

It includes issues for schools such as neglect; physical abuse; sexual and emotional abuse; face to face, prejudice-based and discriminatory bullying; racial, disability, and homophobic or transphobic abuse; risks linked to using technology and social media, including cyber/online bullying, the risks of being groomed online for exploitation or radicalisation, and risks of accessing and generating inappropriate content e.g. the sharing of nude and/or semi-nude images and/or videos; child on child abuse (such as sexual violence and sexual harassment between children); gender-based violence/violence against women and girls; radicalisation and/or extremist behaviour; children missing education; child sexual exploitation and trafficking; child criminal exploitation including county lines; teenage relationship abuse; substance misuse; issues that may be specific to a local area or population, for example gang activity and youth violence; and particular issues affecting children including domestic violence, homelessness, so-called honour-based abuse (female genital mutilation, forced marriage, breast ironing etc.); fabricated or induced illness and poor parenting, particularly in relation to young children.

This Safeguarding Statement should therefore be read and understood alongside other school Policies and procedures which fall under the safeguarding 'umbrella' as listed at the end of this document. Related Policies and procedures can be found [on the school website or in the Policies and/or procedures folder held in the office]. Some are also available to access via the school website or on request.

All relevant Policies and supporting procedures will be reviewed in accordance with the latest DfE Guidance by the Governing Body (or the persons nominated by them to approve such documents) that has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead (DSL) will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. The Chair of Governors will liaise with the Local Authority Designated Officer (LADO) and partner agencies in the event of a concern/allegation made against the Head teacher or in a situation where there is a conflict of interest in reporting the matter to the Head teacher. There is also a nominated Governor who will take leadership responsibility for the setting's safeguarding arrangements.

Our school is a community and all those directly connected (staff, Governors, volunteers, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments from all these stakeholders contributing to this process.

Ethos

The School recognises the importance of providing an ethos and environment that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

The school will endeavour to support the welfare and safety of all pupils through:

- maintaining children's overall wellbeing as our paramount concern;
- ensuring the content of the curriculum includes social and emotional aspects of learning;
- developing and implementing procedures for tackling bullying (including face to face, prejudice-based, discriminatory and cyberbullying); racist abuse and harassment and ensuring these are included for discussion in the curriculum;
- ensuring that all aspects of child protection are included in the curriculum to help children stay safe; to understand what constitutes a healthy relationship both online and offline and to recognise when they don't feel safe;
- the provision of suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulty;
- promoting a culture and environment of openness, trust and transparency so that both children and staff feel comfortable to discuss matters of concern both within, and where appropriate, outside the school which may have implications for the safeguarding and welfare of children; where pupils can develop a sense of being valued and heard and where opposing issues and ideologies can be discussed in a controlled manner;
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- ensuring all staff (and, where appropriate, other adults) can recognise the signs and symptoms of abuse through ongoing training and support and are aware of the school's procedures for reporting concerns, lines of communication and whistleblowing procedures;
- promoting their spiritual, moral, social and cultural development and, within this, the concept and inclusion of fundamental British values;
- ensuring that staff and other adults are aware of the role of the DSL;
- provision of training for staff (paid and unpaid) and Governors which will be updated regularly and inclusion of child protection and other safeguarding issues in the induction of new staff and other adults/Governors;
- ensuring we practice safe recruitment in checking the suitability of staff, Governors and other adults including volunteers to work with children;
- ensuring that allegations or concerns at any level made against adults or other pupils in the school are dealt with quickly and appropriately and in line with other Policies and procedures;
- monitoring children who have been identified as having welfare or protection concerns, particularly those who are identified as 'carers' and those looked after and previously looked after by the Local Authority;
- keeping robust confidential records which are stored securely and shared appropriately with other professionals;
- ensuring we have adequate and appropriate procedures in place for responding to children missing education whether as a one-off occasion or persistent absenteeism;

- having arrangements in place to support children with special educational needs, disabilities (SEND) or other health conditions having regard to the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and have identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO);
- developing effective and supportive liaison with other agencies;
- implementation of documented safeguarding and health and safety Policies and procedures including the organisation and arrangements for maintaining the health, safety and welfare of all those involved with the school, including pupils, which include:
 - assessing risks to children and developing and implementing effective controls to prevent accidents, incidents and infectious diseases;
 - ensuring there is sufficient first aid provision in the form of equipment and appropriately trained staff both in school, extended school sessions and on educational visits;
 - ensuring that procedures in line with OEAP National Guidance <http://oeapng.info/> are followed and implemented in relation to learning outside the classroom/educational visits including the need for adequate planning, supervision and risk assessment;
 - ensuring a clear Policy and procedures on supporting pupils with medical conditions is implemented to meet the needs of pupils with short or long-term medical needs and medication is only administered in accordance with school Policy and procedures and the DfE statutory guidance [Supporting pupils at school with medical conditions](#);
 - ensuring staff and other adults are familiar with the protocols for intimate care and maintaining dignity in line with school procedures;
 - ensuring staff, pupils and parents are familiar with the Child on child abuse procedures (or Child Protection Policy and procedures where child on child abuse forms an integral part) and the Behaviour Policy and procedures which include the use of discipline, sanctions and rewards and which also focus on preventing and reacting to cases of bullying and cyberbullying both during and outside the school day;
 - ensuring staff are aware of the definition of reasonable force, when this can be used and that sufficient staff have been trained in de-escalation and positive handling techniques;
 - ensuring accidents are recorded, reported and investigated where necessary to prevent similar incidents from occurring;

IN RELATION TO EYFS PUPILS

- ensuring there is at least one person who has a current full paediatric first aid certificate (12 hours) on the premises and available when EYFS pupils are present and must accompany children on outings *(we will choose training providers with a nationally approved and accredited first aid qualification or one that is a member of a trade body with an approval and monitoring scheme and training will cover the course content as set out in Annex A of the [EYFS Statutory Framework for group and school-based providers](#) and be renewed every three years)*;
- keeping a written record of accidents or injuries and first aid treatment and informing parents of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable after, and of any first aid treatment given;
- notifying local child protection agencies of any serious accident or injury to, or the death of, any child whilst in our care, and must act on any advice provided by those agencies;
- inspection and maintenance of the grounds including trees and physical site security measures to safeguard pupils, staff and any other users of premises;
- inspection and maintenance of equipment, machinery and services in line with current legislation and manufacturer's instructions by competent persons with records held in the School Buildings Register;
- ensuring staff, and where relevant, other adults receive adequate induction and regular training and instruction in subjects which maintain the health, safety and welfare of themselves and others (including children) such as safeguarding and child protection; first aid, manual handling, moving and handling pupils, positive handling, food hygiene, use of machinery, safe use of hazardous substances, physical education, educational visits, fire safety, risk assessments etc.;
- staff and children receive regular instruction in fire safety and participate in regular fire drills/practices;
- staff and children receive regular instruction in emergency evacuation, invacuation (sheltering) and lockdown procedures;

- ensuring hazardous substances including asbestos containing materials, radon and water hygiene (legionella) risks are managed in line with relevant legislation;
- ensuring meals, snacks and drinks provided to children are healthy, balanced and nutritious and ensuring fresh drinking water is always available;
- obtaining information before a child starts school about any special dietary requirements, food allergies and special health requirements, and ensuring all relevant personnel are aware of these and where necessary, trained to provide the necessary emergency response;
- ensuring there are suitable facilities for the hygienic preparation of food and ensuring that those responsible for preparing and handling food are competent to do so;
- securely maintaining pupil data, including digital images in line with the Data Protection Act 2018/UK General Data Protection Regulations (UK GDPR) and school procedures;
- ensuring appropriate online safety protocols are in place including Acceptable Use Agreements for pupils, staff and Governors;
- ensuring appropriate monitoring and filtering protocols are in place to provide the highest levels of online safety to both pupils and staff;
- ensuring online, internet and communication safety is included in the curriculum in line with school Policy and procedures to enable children to access technology safely;
- ensuring that the use of mobile technologies (including phones and cameras and smart watches) by pupils, staff and others is managed effectively in line with school Policy and procedures are in place to prevent and manage instances of cyberbullying and the sharing of nude/semi-nude images/videos both during and beyond the school day;
- ensuring children are adequately supervised during the school day (including break times and before and after school), extended school sessions and on off site visits;
- ensuring there is adequate pedestrian-vehicle separation on school grounds;
- ensuring only local transport, where seat belts are fitted, is hired and ensuring children wear the seatbelts;
- ensuring appropriate child restraints are used in private vehicles transporting pupils on behalf of the school;
- ensuring vehicles in which children are being transported, and the driver of those vehicles, are adequately insured;
- ensuring we 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;
- in line with our security risk assessment, ensuring we take all reasonable steps to prevent unauthorised persons entering the premises and appropriately challenge those we do not recognise;
- ensuring the dangers of the sun form part of the PSHE/science curriculum; parents are informed of school sun safety procedures and staff are proactive in sun safety measures.

Partnerships with others

Schools do not operate in isolation. The welfare of children is the corporate responsibility of the entire Local Authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All Local Authority services have an impact on the lives of children and families, and Local Authorities have a particular responsibility towards children and families most at risk of social exclusion.

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. The school follows LA inter-agency safeguarding procedures (as endorsed by the Cumberland SCP, will work within the Cumberland SCP [Multi-agency Threshold guidance](#) and has links with the Local Authority, the Integrated Care Board for the area, the local Police, Children's Centres and the Cumberland Children Advice & Support Service.

We recognise the importance of information sharing between professionals and local agencies and take account of guidance issued in [Working together to safeguard children](#); [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) and the Cumberland SCP [Information Sharing Protocol](#).

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the guidance as outlined on the Cumberland SCP [report a concern about a child](#) procedures and within the **School Child Protection Policy and procedures**. In other cases where the child or family would benefit from early intervention, we will put in place appropriate 'early/family help' strategies, working with other agencies as appropriate and where necessary.

Training and support

Our school will ensure that the DSL and deputy DSL attend suitable child protection training which is updated every 2 years; all staff including the Head teacher, the designated teacher (looked-after and previously looked-after children), the designated Governor/the Governing Body receive safeguarding and child protection training (including in relation to online safety) at induction (relevant to their roles) which is updated regularly. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The DSL and DDSL and those staff working in the EYFS provision will receive safeguarding training in line with Annex C of the [EYFS Statutory framework for group and school-based providers](#) which will be renewed every 2 years. All other adults who work in the school and/or with children will undertake appropriate child protection awareness training to equip them to meet their responsibilities for child protection effectively.

The DSL has attended/undertaken Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism. Other staff to receive this training will be determined through risk assessment.

There is a designated Health and Safety Coordinator in school who has received appropriate training in relation to their role e.g. IOSH Managing Safely in Schools training or similar.

There is a designated Mental Health Lead (MHL) in school who will work with the DSL when children are identified with mental health concerns. The MHL has received training consistent with DfE recommendations.

Although this is now no longer a legal requirement, in accordance with good practice guidelines, there is also a designated Educational Visits Coordinator who has received training and refresher training in planning and managing off-site visits.

There is a staff training plan in place to ensure all relevant staff receive appropriate training as per legislative requirements and good practice to protect both themselves and children. Designated staff training will include for example health and safety induction; first aid; supporting pupils with medical needs including general awareness training; allergens and emergency responses to adverse reactions; training in the administration of medication and any training regarding complex medical needs of children (from a medical professional as necessary); asbestos management; fire safety; positive handling; moving and handling; minibuss driving; risk assessment; food hygiene; safe use of machinery and other training commensurate with the roles and responsibilities of staff.

Professional confidentiality

Our school has a clear confidentiality statement that forms part of the School Child Protection Policy and procedures which is reviewed annually by the full Governing Body, is discussed with all staff and shared with all working (paid and unpaid) adults within the school.

Safe recruitment and selection

The school pays full regard to the DfE statutory guidance [Keeping Children Safe in Education](#). The Governing Body/Proprietor will deter and prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to carry out appropriate checks on staff or others who work (paid or unpaid) with children, taking proportionate decisions on whether to ask for any checks beyond what is statutorily required and ensuring those without full checks are appropriately supervised. The school has a written Safe Recruitment,

Selection and Pre-Employment Vetting Policy and procedures in place. In line with [Keeping Children Safe in Education](#) the Governing Body/Proprietor ensures that at least one person on any appointment panel has attended accredited safer recruitment training.

Further details can be found in the ***School Child Protection Policy and procedures and the School Safe Recruitment, Selection and Pre-Employment Vetting Policy and procedures.***

Related school policies

(to be read and followed alongside this document)

- Child Protection Policy and procedures
- Child on child abuse Policy and procedures
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Behaviour Policy including procedures for preventing and dealing with bullying (in all its forms) and discrimination, unacceptable behaviour, drug misuse etc.
- Attendance Policy and procedures
- Suspension and Permanent Exclusions Policy and procedures
- Relationships Education, RSE and Health Education Policy and procedures
- Recruitment, Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record (restricted access)
- Supporting Pupils at school with Medical Conditions Policy and procedures
- Code of Conduct for staff and others who work with children
- Equality Policy and Objectives
- Data Protection Policy and related Privacy notices
- Accessibility Plan
- SEND Policy/Information report
- Guidance on the Use of Photographic Images
- Safeguarding, Health and Safety Induction procedures
- Positive Handling procedures
- Missing Child procedures
- Intimate Care procedures
- Educational Visits procedures
- First Aid and Accident Recording and Reporting procedures
- Emergency procedures (including evacuation and lockdown procedures and cyber response plan)
- Risk Assessments (inc. Fire Safety)
- Premises Management including security measures (formal Inspections and Buildings Register/Maintenance records)
- Hire of school premises and facilities Arrangements
- Safeguarding Children – Contractors Code of Conduct leaflet