

Cambo First School Child Protection Policy

Reviewed by the Governing Body on:

Date: 2 September 2015

Next review date: September 2016

Safeguarding Lead	Mrs. Paula Cummings
Alternate DSL	Mrs Liz Patterson
Named Safeguarding Governors	Isobel Anderson
Chair of Governors	Mrs PAV Walker

INTRODUCTION

Cambo First School fully recognises its responsibility for safeguarding and promoting the welfare of children. *Our Safeguarding Policy is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Northumberland Safeguarding Board (now referred to as NSCB) policies and procedures.*

Rationale

Cambo First School believes that pupils have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO CHILDREN who may have been abused.

SAFER RECRUITMENT AND MANAGING ALLEGATIONS AGAINST STAFF

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child.

1. PREVENTION

1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children with the skills to keep them safe.

1.2. The school will therefore:

1.2.1. establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;

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- 1.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- 1.2.3. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; *all our children will take part in training provided by NSPCC and Childline that focuses on how children can keep themselves safe;*
- 1.2.4. include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- 1.2.5. *As outlined in “Keeping Children Safe in Education – March 2015”, our school will access up-to-date guidance and practical support on specific safeguarding issues and keep all staff up-to-date by emailing documentation and asking them to sign to say it has been received and read. A particular source of guidance is the “Safe to Learn” page on the Northumberland County Council website (<http://www.northumberland.gov.uk/Default.aspx?page=10822>). Through this link we will access up-to-date guidance and support on Preventing and tackling bullying; Stonewall’s resources for schools; Radicalisation; Female Genital Mutilation (FGM); Forced Marriage; Child Sexual Exploitation; Domestic Violence; CEOP (Child Exploitation & Online Protection Centre); Gangs and Youth Violence; Private Fostering; Safer School Partnerships; The Child Accident Prevention Trust; Tackling gang, gun and knife crime; Teenage relationship abuse; Tackling the challenge of identity based bullying; Transphobic bullying; Northumberland’s substance misuse service for young people. This Northumberland County Council resource also has information concerning Prevent – Preventing Violent Extremism in Schools as well as contacts to the Northumbria Police Prevent Team.*

2. PROCEDURES

- 2.1. *Our school contributes to inter-agency working and we will follow the procedures set out in Interagency Procedures produced by the Northumberland Safeguarding Children Board, and in ‘Working Together to Safeguard Children’ 2015*
- 2.2. The school will (in accordance with the Education Act 2002 and [Safeguarding and Safer Recruitment in Education 2010](#)):
 - 2.2.1. ensure it has a designated senior member of staff for child protection who has undertaken appropriate training. The training should be updated every two years. *There will always be a suitably trained member of staff to cover this role.*
 - 2.2.2. recognise the importance of the role of the designated person for child protection and arrange support and training.
 - 2.2.3. ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
 - the name of the designated person and her/his role
 - ensure that staff members are advised to maintain an attitude of “it could happen here” where safeguarding is concerned;

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- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures
 - where the school's Child Protection Procedures and the NSCB procedures are located
 - ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure
- 2.2.4 provide *regularly updated* training for all staff (*in accordance with Northumberland Safeguarding Children Board advice*) from the point of their induction, and every three years at a minimum, so that they know
- their personal responsibility;
 - the NSCB procedures;
 - *the staff code of conduct;*
 - *part one of "Keeping Children Safe in Education" March 2015;*
 - *acceptable guidance and safe practice (Guidance for Safer Working Practices for Adults who work with children and young people in Education settings (March 2009);*
 - the need to be vigilant in identifying signs of abuse;
 - how to support and to respond to a child who tells of abuse;
 - *in, exceptional circumstances, staff members can speak directly to children's social care.*
- 2.2.5. undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- 2.2.6. notify the local children's social care team if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - if there is an unexplained absence of a pupil who is subject to a Child Protection Plan of more than two days duration from school (or one day following a weekend or as agreed as part of any child protection or core group plan)
- 2.2.7 work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;
- 2.2.8. keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately;
- 2.2.9. ensure all records are kept secure and in locked locations;
- 2.2.10. ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- 2.2.11 Follow stringent procedures for student absence including keeping a log each day of reason for this from parents/carers and investigate any child missing by contacting parents as soon as child is deemed missing from school.

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3. SUPPORTING CHILDREN AT RISK

- 3.1. We recognise that children who are abused or witness violence or abuse may find it difficult to develop a sense of self-worth and may not see the world as a safe place or see adults as safe people they can trust. They may feel helplessness, humiliation and some sense of self-blame.
- 3.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan.
- 3.4. The school will endeavour to support the child through:
 - 3.4.1. the content of the curriculum to encourage self esteem and self motivation (see section 2);
 - 3.4.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2);
 - 3.4.3. the school's behaviour recognises the need to support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
 - 3.4.4. liaison with other services which support the pupil such as targeted support services, CYPS, local Children's Social Care teams, Local Inclusion Support Teams (LISTs), school health etc;
 - 3.4.5. a commitment to develop effective and supportive relationships;
 - 3.4.6. recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
 - 3.4.7. vigilantly monitoring children's welfare, keeping records and notifying the local Children's Services social care team **as soon as there is a concern**;
 - 3.4.8. transferring information of a pupil subject to a Child Protection Plan to a new school immediately should that child leave the school.

4. ENSURING SUITABILITY OF ADULTS WORKING WITH CHILDREN

- 4.1. **Compliance with the [Disclosure and Barring Service 2012](#)** (previously Vetting and Barring Scheme 2009)
- 4.2. *Ensure that the safer recruitment practices are followed in accordance with the requirements of "Keeping Children Safe in Education", DfE March 2015;*
- 4.3. *Ensure that the Headteacher and at least one member of the Governing body have completed appropriate Safer Recruitment training*

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- 4.4. *Maintain a Single Central Register of all Safer Recruitment checks as outlined in "Keeping Children Safe in Education", DfE March 2015;*
- 4.5. *Ensure that procedures for dealing with allegations against members of staff and volunteers are in line with statutory guidance as outlined in "Keeping Children Safe in Education", DfE March 2015;*
- 4.6. *Ensure that the Headteacher or Chair of Governors seek advice from Local Authority Designated Officer (LADO) should as allegation be made or information is received about an adult who works in our setting which indicates they may be unsuitable to work with children;*
- 4.7. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.8. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 4.9. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and will be referred to the Police and LADO for investigation (Sexual Offences Act 2003).
- 4.10. The school will promote an e-safety policy and when appropriate seek guidance and support from the Local Authority e-safety officer (John Devlin).
- 4.11. The school will promote responsible use of social networking sites by education staff.
- 4.12. For advice on dealing with indecent or potentially illegal images of children please see Appendix E.

OTHER RELEVANT POLICIES

4.13. **Physical Intervention**

- 4.13.1. Our policy on physical intervention by staff is set out in a separate document, is reviewed annually by the governing body, and is influenced by the DfE publication 'Use of reasonable force 2013'. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 4.13.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

4.14. **Anti-Bullying**

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.15. **Racist Incidents**

Our policy on racist incidents is *referred to in our Equalities Policy and the procedure to deal with such incidents is set out in our staff handbook. These procedures and policy is reviewed annually by the governing body. We make an annual report on racist incidents to the*

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governing body and to Northumberland County Council. (Please see appendix for reporting form). We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

4.16. **Homophobic, Biphobic and Transphobic Incidents**

Our policy on homophobic, biphobic and transphobic incidents is referred to in our Equalities Policy and the procedure to deal with such incidents is set out in our staff handbook. These procedures and policy is reviewed annually by the governing body. There is no statutory obligation for a school to record and report homophobic bullying, but it is a measure of the school's integrity and commitment to the behaviour and safety of its pupils if it does so, and is transparent about the outcomes for both victims and perpetrators. (Please see appendix for reporting form).

4.17. **Health & Safety**

Our Health & Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

4.18. **Children with additional needs**

We recognise that statistically children with behavioural difficulties and disabilities are vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour difficulties are particularly sensitive to signs of abuse.

(Note: It will be important that the policy of Special Schools and mainstream schools with units recognise the vulnerability of children with additional needs, particularly the needs of those with communication difficulties)

4.19. **Confidentiality and Information Sharing**

- 4.19.1. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- 4.19.2. The Head Teacher or designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- 4.19.3. **All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.**
- 4.19.4. All staff must be aware that they cannot promise a child or an adult to keep secrets/confidences/disclosures.

5. **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

- 5.1. The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

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5.2. It will:

- 5.2.1. designate a governor for child protection who will oversee the schools child protection policy and practice and champion child protection issues
- 5.2.2. ensure an annual report is made to the governing body on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum
- 5.2.3. ensure that this policy is annually updated and reviewed
- 5.3. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 5.4. Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.
- 5.5. If another organisation uses the school premises as part of a letting arrangement then the school will require copies of that organisation's child protection procedures before the letting commences.

Missing from Education

To view Northumberland County Council's policy on reducing the risk of children going missing from education please see Appendix D.

Promoting E-safety in Northumberland Schools.

A comprehensive booklet about e-safety and children is available to download on the [Safeguarding](#) area of the Northumberland County Council website and Northumberland's [grid for learning](#).

Our designated member of staff with responsibility for Child Protection issues is/are:

Name/Position	Mrs. Paula Cummings
Last trained	October 2013

Deputising arrangements if absent or unavailable

Name/Position	Mrs Elizabeth Patterson
Last trained	June 2013

Our designated governor with responsibility for Child Protection issues is:

Name/Position	Mrs Isobel Anderson
Last trained	June 2013

E-Safety

Our E-Safety Co-ordinator is:

Mrs. Paula Cummings – Head teacher

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Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training

Mrs Isobel Anderson, Co Opted Governor
Mrs Paula Cummings, Head teacher

date training completed: May 07, May 08 respectively

This policy was ratified on 2 September 2015.and will be reviewed in September 2016

.....*P. Cummings* Signed by the Head teacher

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APPENDICES

Appendix A	Contacts
Appendix B	Standards for effective child protection practice in schools
Appendix C	Frequently asked questions
Appendix D	Children who go missing from education
Appendix E	Dealing with indecent or potentially illegal images of children
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Appendix I	Child Concern Reporting Form – Dr Thomlinson CE Middle School
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Appendix A

Contacts

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Through school to children's social care teams: Alnwick- 01665 626830 Ashington- 01670 629200 Berwick – 01289 334000 Blyth – 01670 354316 Cramlington – 01670 712925 Hexham – 01434 603582 Disabled Children's team – 01670-516131 Leaving Care Team – 01670 714925
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Steve Day Safeguarding Standards Manager & Principal Social Worker – 01670 624037 /or Independent Reviewing Officers 01670 623965
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Chris O'Reilly (as LADO for all allegations against professionals who work with children) 01670 623979 Ian Harbottle (01670 623605) re school staff Hugh Cadwallader (01670 623126) for centrally employed education staff
CP Allegations relating to school transport	Chris O'Reilly LADO (01670 623979)
Model CP Policy for schools	Jane Walker (01670 622734)
Policy on use of restraint in schools	Chris Farley (01670 624184)
Recruitment and Selection/Vetting and Barring	Ian Harbottle/Hugh Cadwallader
Co-ordination of Training Requirements for Designated staff (CP)	Anne Lambert (01670 623159)
MAPPA – Risk Management re individuals who may pose a risk to children	Patrick Boyle/MAPPA (10670 624035)
Children Missing from Education	Chris Farley (01670 624184)

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Appendix B

Standards for Effective Child Protection Practice in Schools

A school should measure its standards with regard to safeguarding against the expectations of the Ofsted framework for the inspection of schools (section 5) and the arrangements of the Local Safeguarding Children's Board (LSCB).

In best practice, schools:

1. operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to DfE guidance on safer recruitment, including the maintenance of a single central register of all staff (including volunteers) with DBS numbers and training record;
2. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
3. provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
4. work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
5. are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
6. monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
7. provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date;
8. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
9. use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account sex and relationships guidance.
10. provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
11. have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
12. take particular care that pupils with additional needs in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;

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13. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance is [‘Safeguarding children and safer recruitment in education’ \(2010\)](#)
14. have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school’s position and positive action in respect of the aforementioned standards.

Appendix C

Frequently Asked Questions

What do I do if I hear or see something that worries me?

Tell the designated member of staff or head teacher.

If that is not possible, telephone Children’s Services (Children’s Social Care Locality Team) as quickly as possible. (In an emergency call 999 for the police)

What are my responsibilities for child protection?

To know the name of your designated member of staff for Child Protection and who to contact if they are not available

To respond appropriately to a child

To report to the Designated Person

To record your concerns - ‘Don’t do nothing’

Can I go to find someone else to listen?

No. You should never stop a child who is freely recalling significant events.

Can I promise to keep a secret?

No! The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person

Can I ask the child questions?

No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

*You **can** ask a child to repeat a statement.*

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said. (Date and signature)

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Appendix D

Children who go missing from education

http://northumberlandlscb.proceduresonline.com/pdfs/child_miss_edu.pdf

Appendix E

Dealing with indecent or potentially illegal images of children



07-01-10 Dealing
with indecent pupil im

Appendix F

Dealing with allegations against people who work with children

What is a Local Authority Designated Officer or LADO?

The role of the LADO was initially set out in the HM Government guidance Working Together to Safeguard Children 2015 and continues in Working Together 2015.

Appendix 5 outlines the procedures for managing allegations against people who work with children, for example, those in a position of trust.

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

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

This role applies to paid, unpaid, volunteer, casual, agency and self-employed workers and all adults outside the school workforce. They capture concerns, allegations or offences; this can include concerns about their own personal life, e.g incidents of domestic violence or child protection concerns relating to their own family.

If there is an allegation against the Headteacher then concerns should be reported directly to the Chair of Governors and LADO.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO co-ordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – see flow chart below.

The LADO for Northumberland is **Chris O'Reilly**.

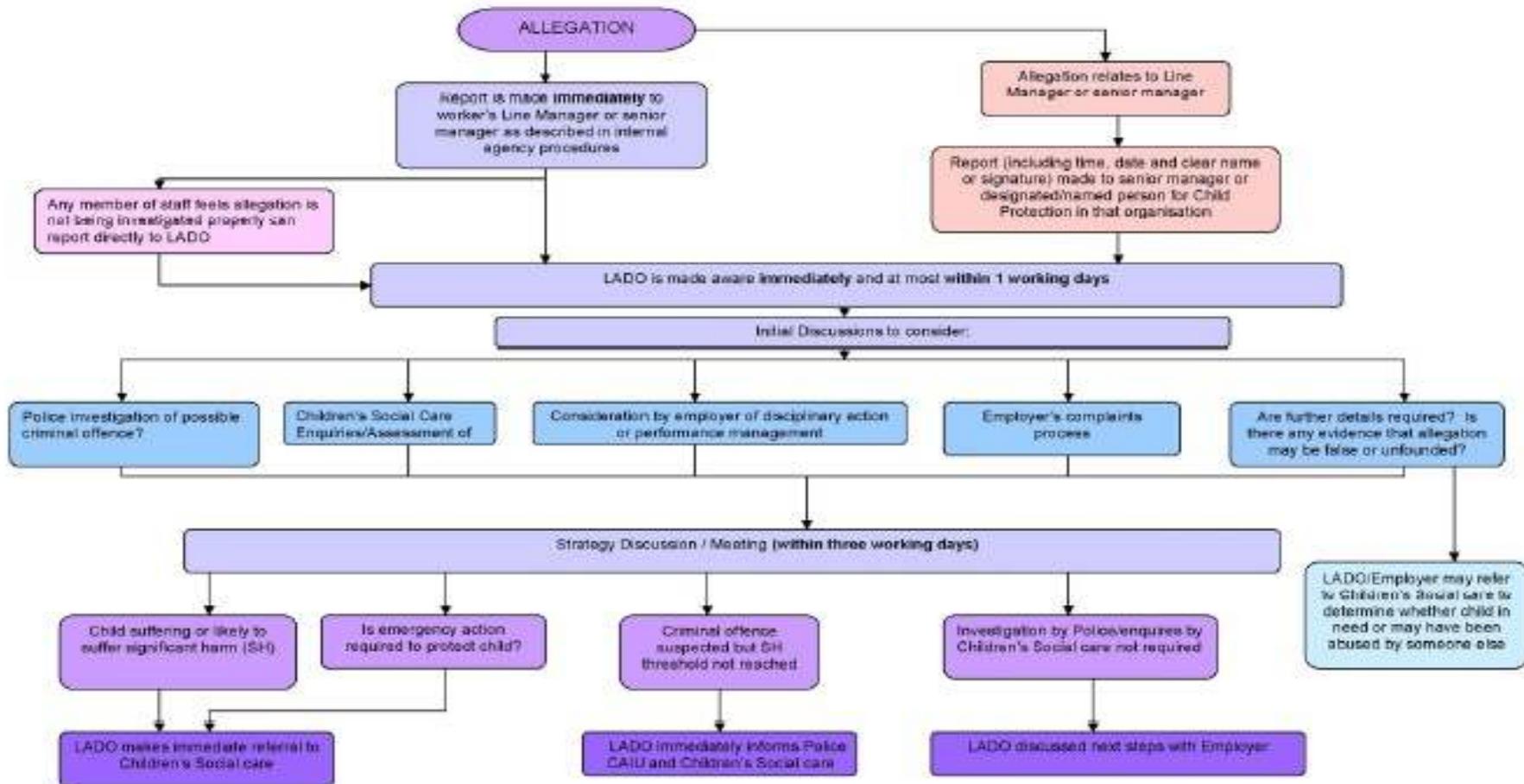
Chris can be contacted by email or telephone:

Chris.O'Reilly@northumberland.gcsx.gov.uk
01670 623979

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Dealing with allegations against people who work with children



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Appendix G

School Child Protection Files – a guide to good practice

Child protection file should include:

- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference / child protection plan review
- Minutes of child protection conference / child protection plan reviews
- Log of phone calls / contact with parent/carer and professionals

All safeguarding concerns raised with the DP (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the designated person (eg talking to child individually, contacting parents, taking advice from other professionals etc). These records should be kept, as with a child protection file, securely, separate to the child's main school file.

At the point of transfer to another school, child protection records should be transferred directly from DP to DP, separate to the child's main school file.

The main school file should have a 'flag' which shows that additional information is held by the DP.

Appendix H

Further references

For further information, advice and guidance please visit the [Safeguarding](#) web area of the Northumberland County Council website.

Appendix I

Cambo First School

Recording Form for Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to PAULA CUMMINGS if they have any concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:

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Your signature:

Date:

Action taken by DSL

Referred to...?

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Form Tutor

Child

Person who recorded disclosure

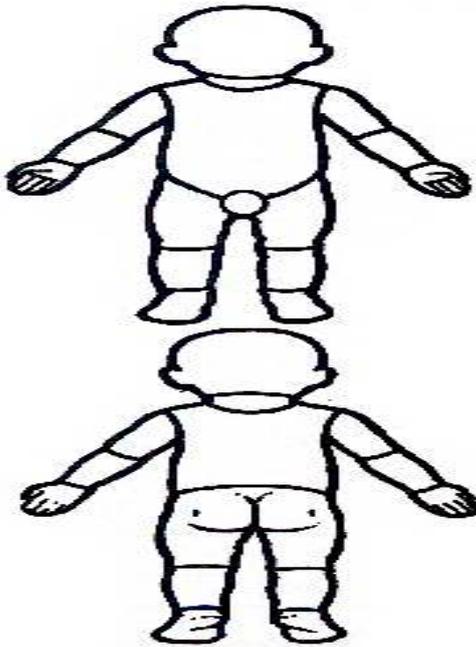
Further Action Agreed:

Full name:

DSL Signature:

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Young Child



Appendix J

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Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from in the school Office or are pinned on the noticeboard behind desk in the main school office. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01670 623979

The people you should talk to in school are:

Designated Safeguarding lead Professional: Paula Cummings, Headteacher.

Alternate Designated Professional: Elizabeth Patterson

Governor responsible for Child Protection Mrs. I Anderson

Chair of Governing Body: PAV Walker

Contact Number: Via the school office. Please leave your number with and she will ring you.

Cambo First School we strive to safeguard and promote the welfare of all of our children.

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Appendix K

Form 1: Reporting an individual racist incident to the Local Authority

Name of school Cambo First School			
Date of incident:		Time of incident:	
Victim(s)		Perpetrator(s)	
Number of males		Number of males	
Number of females		Number of females	
Year group(s)/staff/other		Year group(s)/staff/other	
Ethnic group(s) of victim(s) – please tick, or if more than one put the number		Ethnic group(s) of perpetrator(s)– please tick, or if more than one put the number	
White British		White British	
White Irish		White Irish	
Any other White		Any other White	
Indian		Indian	
Pakistani		Pakistani	
Bangladeshi		Bangladeshi	
Any other Asian		Any other Asian	
Black Caribbean		Black Caribbean	
Black African		Black African	
Any other Black		Any other Black	
White and Asian		White and Asian	
White and Black Caribbean		White and Black Caribbean	
White and Black African		White and Black African	
Any other mixed		Any other mixed	
Chinese		Chinese	
Traveller		Traveller	
Any other ethnic group		Any other ethnic group	
Please indicate if the victim(s) is/are declared as refugee/asylum seeker(s)		Please indicate if the perpetrator(s) is/are declared as refugee/asylum seeker(s)	
Place incident occurred			
Classroom		Corridor	
Playground		Outside school	
Dining Room		Cyber incident	
Seriousness of racist incident			
1	No offence was intended or taken		
2	Hurt or distress was caused, but the offending behaviour is unlikely to be repeated – this one		
3	Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable		
4	Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated		
Brief description of incident			
Action(s) taken – tick more than one box if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities	
Detention		Fixed term exclusion	
Involvement of parents/carers		Permanent exclusion	
Other – please specify			
Racist incident reported by – please tick			
Staff	Y	Please e-mail this form to: jane.walker@northumberland.gcsx.gov.uk within 5 working days of the incident occurring.	
Pupil			
Other – please specify			

CHILD PROTECTION POLICY FOR Cambo First School



Recording and reporting homophobic behaviour in school

School:			
Victim(s)		Perpetrator(s)	
Number of males		Number of males	
Number of females		Number of females	
No victims		Total no of perpetrators	
Year group(s)/staff/other		Year group(s)/staff/other	
Sex of victim(s) – please tick, or if more than one put the number		Sex of perpetrator(s)– please tick, or if more than one put the number	
Male		Male	
Female		Female	
No victim		Mixed group	
Place incident occurred			
Classroom		Corridor	
Yard		Outside school	
Dining Room		Other – please specify	
Cyber incident			
Category of homophobic incident			
Name calling		Physical abuse	
Inciting others		Abuse of personal property	
Jokes		Graffiti	
Use of homophobic language		Distribution of offensive material	
Refuse to co-operate, sit next to		Abusive letter(s)	
Cyber incident		Other:	
Category of incident			
Degree of seriousness			
1. Offence was neither intended nor taken			
2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated			
3. Hurt or distress was caused, and the person(s) responsible had previously been warned that their behaviour was unacceptable			
4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated			
Brief description of the incident			
Action(s) taken – tick more than one box if appropriate			
Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities	
Detention		Fixed term exclusion	
Involvement of parents/carers		Permanent exclusion	
Other – please specify			
Incident reported by:			
Staff			
Pupil			
Parent			
Other – please specify			

This form is for internal school use. An annual report to governors can be compiled from all of the homophobic incidents recorded, and when necessary, equalities objectives should be established based on this intelligence