



## CHILD PROTECTION POLICY – PART 1

**Approved by:** Cumbria Education Trust Board

**Date:** September 2018

**Review Date:** Annually

**Owner:** Infrastructure & Assurance Director

### REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Revision Date
1	Original Sept 2015	
2	Updated to include additional information relating to the 'Prevent Duty', CSE CME etc. Change in title of former 'LADO' to 'DO' throughout.	October 2016
3	Reviewed and updated to include Ofsted best practice guidance	September 2017
4	Reviewed in light of Keeping Children Safe in Education, September 2018 and Working Together to Safeguard Children, July 2018	September 2018
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## 1. Definitions

For the purposes of this document 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. carer, legal guardian etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'school' is used this also includes any wrap around care provided by the school.

In the case of academies, the proprietor is Cumbria Education Trust.

## 2. 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; and
- taking action to enable all children to have the best outcomes.

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

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

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

This Child Protection Policy must be read in conjunction with the Trust's **Overarching Safeguarding Statement** and other relevant Policies and procedures.

## 3. Ethos

Within Cumbria Education Trust the health, safety and well-being of all our children is of paramount importance to all the adults who work or volunteer here. All our children have the right to protection, regardless of age, gender, ethnicity or disability. They have a right to be safe in our academies; this is enhanced by the implementation of various learning and safeguarding Policies.

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 academy community and general society;
- Achieve social and economic well-being.

Cumbria Education Trust regards Child Protection as an essential task of **all** its staff, Directors, Members and visitors/volunteers who come into its academy communities. We are committed to protecting our children

There is no place for extremist views of any kind in Cumbria Education Trust, whether from internal sources – pupils, staff, visiting adults, governors etc. 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 Teaching Regulation Agency (TRA) (formerly NCTL) for their consideration. Misconduct by other staff will be dealt with under normal Trust 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 within our academies and where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including online) to help children stay safe, recognise when they don't feel safe and identify who they can go to for help and advice. 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, Health and Economic Education) curriculum and where relevant, Sex and Relationship Education 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.

Cumbria Education Trust 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 and where they feel safe, secure and respected.

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 the academies within the Trust 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.

Where a pupil/student is placed with an alternative provision provider, we recognise that as the host school, we remain responsible for the safeguarding of that pupil/student and will work closely with the alternative provision provider to ensure the needs of the pupil/student are appropriately met.

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Directors to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by the Education (Independent Schools Standards) (England) Regulations 2014 (as amended) and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

#### **4. Policy Aims**

There are three main aims to our Child Protection Policy:

**Prevention:** by creating a positive 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 pupils and Trust staff and for children who may have been or are being abused.

## 5. Entitlement

We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Each child in our family of academies, 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 community 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.

We have and implement a Single Equality Scheme (SES) with objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities, those identified as 'carers' and children who are deemed "looked after".

## 6. Raising Concerns

Parental 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 and/or the child without raising the question of abuse.

## 7. The Role of the Trust Board (Directors)

Cumbria Education Trust has a nominated Director, associated with the Audit and Risk Committee, who will liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against any Headteacher or member of the Local Advisory Boards.

### **The Trust Board is accountable for ensuring their Academies:**

- contribute to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' – July 2018;
- provide a co-ordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans to provide additional support to children with child protection plans;
- have effective Policies and procedures in place for child protection and staff behaviour (part of the Whole School Behaviour/Learning/Relationships Policy) and the Staff Code of Conduct which are provided to staff and appropriate volunteers on induction;
- have safeguarding arrangements which take into account the procedures and practice of the Local Authority part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB);
- actively promote fundamental British values as part of the Trust's broad and balanced curriculum 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;
- have a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised;
- have a written Recruitment and Selection Policy in place;
- have at least one person on any appointment panel who has undertaken safer recruitment training;

- have procedures for dealing with allegations against members of staff and volunteers that comply with DfE statutory guidance 'Keeping Children Safe in Education', LSCB, LA and locally agreed inter-agency procedures;
- have procedures for dealing with allegations against other children. This will generally be in accordance with the school specific policy in the first instance, other more serious allegations will be dealt with following advice from the Cumbria Safeguarding Hub;
- have a member of the leadership team who is designated to take lead responsibility for safeguarding with the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff, liaising with the LA and working with other agencies;
- have a designated teacher to promote the educational achievement of children who are looked after or previously looked-after children and to ensure that this person has appropriate training;
- ensure that staff have the skills, knowledge and understanding necessary to keep 'looked after or previously looked-after children safe and have the information they need in relation to a child's 'looked after' legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- operate 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;
- have appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- ensure staff members do not promise confidentiality to the child and always act in the best interests of the child;
- child protection will be a standard agenda item at both Local Advisory Board and Trust Board meetings;
- undertake a full audit of the Safeguarding systems and procedures in place at each academy, on an annual basis.

## **8. Implementation**

This Policy and supporting procedures applies to all who come into contact with children in the 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 other visitors including contractors.

This Policy should be read in conjunction with other related school Policies and procedures.

## **9. Review**

This Policy will be reviewed annually (as a minimum) and more often should legislation or statutory guidance change.