



## BASSENTHWAITE SCHOOL CHILD PROTECTION AND SAFEGUARDING (KSMAT/STAT/040)

<b>Responsible:</b>	Directors Keswick School Multi Academy Trust
<b>Lead Officer:</b>	Head teacher (Sara Royle)
<b>Date of Review:</b>	September 2022
<b>Date to be Reviewed:</b>	September 2023
<b>Signed:</b>	<i>M A Taylor</i> <i>D Hammond (MAT)</i>
<b>Date:</b>	28/9/22      07/12/22

# CHILD PROTECTION AND SAFEGUARDING POLICY & PROCEDURES

## 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.

Version Number	Version Description	Date of Revision
3	Amended to include updated guidance from Keeping Children Safe in Education September 2016 and best practice advice from Ofsted.	November 2017
4	Updated to take account of 'Keeping Children Safe in Education' – September 2018	Sep 2018
5	Updated to take account of 'Keeping Children Safe in Education' – September 2019 and changes to create the Cumbria Safeguarding Children Partnership (SCP) from 29 September 2019.	Sept 2019
6	Changes made in relation to new Local Authority Designated Officer (DO) contact details and Cumbria Early Help contact details which come into effect 6 January 2020.	Jan 2020
7	Updated to take account of 'Keeping Children Safe in Education' – September 2020	Sept 2020
8	Updated in line with the publication of statutory guidance Keeping Children Safe in Education 2021 and updated DfE advice for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads on Sexual violence and sexual harassment between children in schools and colleges from September 2021. Addition of action flowcharts for dealing with low-level concerns and sexual violence and sexual harassment (Appendix F & G) for school use only.	Sept 2021
9	Updated in line with the publication of statutory guidance 'Keeping Children Safe in Education' 2022. Note the DfE document 'Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, headteachers and DSL's' has now been withdrawn and incorporated into the September 2022 version of KCSiE and into this Policy and procedures and the child on child abuse Policy, where schools have a standalone Policy.	July 2022

<b>Designated Safeguarding Lead</b>	<b>Sara Royle</b>
<b>Deputy Designated Safeguarding Lead(s)</b>	<b>Anneli Pickering</b>
<b>Designated Teacher for looked-after or previously looked-after children</b>	<b>Sara Royle</b>
<b>Designated Mental Health Lead</b>	<b>Anneli Pickering</b>
<b>Governor with Safeguarding responsibility</b>	<b>Mark Ainsworth</b>

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Version:		Owner:	Head teacher
Date:	September 2020	Status:	Approved by Directors of Keswick School MAT

# CHILD PROTECTION AND SAFEGUARDING POLICY & PROCEDURES

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**‘Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect’**

## DEFINITIONS

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 ‘Head teacher’ is used this also refers to any Manager with the equivalent responsibility for children.

We use the term ‘victim’ to describe a child who has been affected by some type of abuse. However, we recognise that not everyone who has been subjected to abuse considers themselves a ‘victim’ or would want to be described in this way and as such, we will use any term with which the individual child is most comfortable.

We use the term ‘alleged perpetrator(s)’ and ‘perpetrator(s)’ throughout the Policy and procedures but staff and others will be mindful about this terminology, especially when speaking in front of children not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. Language and terminology will be determined as appropriate on a case-by-case basis.

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

## 1.0 INTRODUCTION

1.1 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 mental and physical 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.

1.2 **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.

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

1.3 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. The guidance has been issued to, read and is followed by:

- Directors and Governors

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- School Senior Leadership Team.
- All staff

1.4 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. (see Appendix 2 - Every Child Matters)

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

## 2.0 PURPOSE OF A CHILD PROTECTION AND SAFEGUARDING POLICY

2.1 This policy should provide clear direction to staff and others about what is expected practice in dealing with issues. It makes explicit the school's commitment to the development of good practice and sound procedures, ensuring that Child Protection and Safeguarding concerns and referrals are handled sensitively, professionally and in a way, which supports the needs of children.

2.2 At Bassenthwaite School (hereinafter referred to as 'the school') the health, safety and wellbeing 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, sex, race, ethnicity, disability, religion or belief, gender reassignment, or sexual orientation/identity (protected characteristics). They have a right to be safe in our school; this is enhanced by the adoption of the school's Behaviour Policy and procedures which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults who work in school.

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

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

2.3 Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues so enabling the Local Governing Body/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 2010 (as amended) and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012). (See Appendix 5 for additional relevant legislation)

## 3.0 UNDERPINNING PRINCIPLES

- The welfare of the child is paramount (Children Act 2004).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

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- Staff should work, and be seen to work in an open and transparent way.
- Staff should discuss and /or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further action agreed, in accordance with school policy for keeping and maintaining records.
- Staff should apply the same professional standards regardless of gender or sexuality.
- All staff should know the name of their Designated Safeguarding and Child Protection Lead, be familiar with local Safeguarding arrangements and understand their responsibilities to safeguard and protect children and young people. **Designated Safeguarding and Child Protection Lead – Sara Royle or Anneli Pickering (in her absence).** Our Child Protection Governor is : **Mark Ainsworth**
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

#### 4.0 AIMS

4.1 The aim of this policy is to safeguard and promote our pupils welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate.

**The pupil's welfare is the paramount importance**

4.2 **Significant harm** can be defined as the ill treatment or impairment of health and development of a child or young person. Development includes physical, intellectual, emotional, social or behavioural development. Health includes physical and mental health. Ill treatment includes sexual abuse and other forms of ill treatment which are not physical. This is viewed from the perspective of normal behaviour for child/young person of similar age and understanding.

4.3 This policy applies to all teaching, associate and volunteer staff as well as Governors etc. Where a pupil is placed with an alternative provision provider, we recognise that as the host school we remain responsible for the safeguarding of that pupil and will work closely with the alternative provider to ensure the needs of the pupil are appropriately met.

**‘Our school fully recognises the contribution it can make to protect children and support pupils in school’**

4.4 There are three main elements to our Safeguarding Policy:

- **Prevention** – for example, positive school atmosphere, teaching and pastoral support to pupils.
- **Protection** – by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Safeguarding/Child Protection concerns.
- **Support** – To pupils and staff and to children who may have been abused, **exploited or neglected.**

#### 5.0 SCHOOL COMMITMENT/MISSION STATEMENT

5.1 We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all young people and especially those at risk of, or suffering from abuse.

5.2 We also recognise that there is no place for extremist views of any kind in our school, whether from

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internal sources – pupils, staff, visiting adults, governors or external sources – school community, external agencies or individuals.

- 5.3 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
- 5.4 We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.
- 5.5 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.
- 5.6 It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.
- 5.7 We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism.
- 5.8 We are aware of and understand when it is appropriate to make a referral to the Channel programme and/or the Safeguarding Hub.
- 5.9 Bassenthwaite School will therefore:
- Ensure we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity'.
  - Ensure that Directors and members of the Governing Body have read, understood and follow the DfE statutory guidance '[Keeping Children Safe in Education](#)'.
  - Ensure that children are protected from extremist views and potential radicalisation, reporting any concerns to the appropriate agencies and authorities, in line with the PREVENT duty and Channel. (Counter Terrorism Strategy)
  - Report any suspected potential or actual incidents of Female Genital Mutilation (FGM) as required by the mandatory reporting duty (October 2015). (see Appendix 9)
  - Manage behaviour and adopt safe and acceptable physical intervention techniques.
  - Raise awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe.
  - Be alert to any issues of concern in children's lives at home or elsewhere.
  - Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as outlined in Part one of Keeping Children Safe in Education.

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- Ensure all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns/suspected or actual cases of abuse.
- Raise awareness with staff of the range of issues as identified in Keeping Children Safe in Education (September 2019), including Contextual Safeguarding, Serious Violence, Child Criminal Exploitation (including County Lines), Homelessness and other issues covered by KCSIE 2019.
- Ensure extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups**. e.g. SEND, EAL, CLA etc.
- Ensure that staff have the skills, knowledge and understanding necessary to support 'Children Looked After (CLA)' and to keep them safe.
- Monitor and support children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan.
- Monitor and support children where there are private fostering arrangements in place and ensure that these have been registered with the local authority (see Appendix 10)
- Ensure all steps are taken to maintain site security and student's physical safety by establishing a safe environment in which children can learn and develop.
- Ensure staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. In relation to ratios for EYFS, we follow the statutory guidance in the DFE revised Statutory Framework for the EYFS (2017).
- Maintain records, policies and procedures.
- Establish and maintain an ethos where young people feel secure and are encouraged to talk and are listened to. We will ensure that young people know that there are adults in school who they can approach if they are worried or in difficulty.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Work with parents to build an understanding of the schools responsibility to ensure the welfare of all children and recognition that this may occasionally require children to be referred to agencies as a constructive and helpful measure.
- Be vigilant in cases of suspected child abuse, recognising the signs and symptoms and have clear procedures whereby all adults report such cases to the Designated Safeguarding and Child Protection Lead, **Sara Royle**, and in her absence **Anneli Pickering**, and are aware of local procedures so that information is effectively passed on to the relevant professionals.
- Monitor children who have been identified as a risk, keeping, in a secure place, clear records of pupils' progress, maintaining sound policies on confidentiality except on a need to know basis, providing information to other professionals, submitting reports to case conferences and attending case conferences.
- Provide and support Safeguarding training for all school staff and in particular for the Designated Safeguarding and Child Protection Lead to ensure their skills and expertise are up to date and ensure that targeted funding for this work (if any) is used solely for this purpose.
- Contribute to an inter-agency approach to Safeguarding by developing effective and supportive liaison with other agencies and embrace the use of Early Help Assessments in order to improve outcomes for children and their families.
- 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.
- 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 might/can talk to. We provide

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a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage them to develop essential life skills and protective behaviours.

- We recognise that a more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND children.
- Make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe.
- Have a clear understanding of the various types of bullying - physical, verbal, cyber and indirect, and act promptly and firmly to combat it, making it sure that students are aware of the school's position on this issue and who they can contact for support.
- 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 guidance set down in CSCP Guidance([www.cumbriacscp.com](http://www.cumbriacscp.com)) (see Appendix 3 – CSCP)
- Have a written whole school policy, produced owned and regularly reviewed by school staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

**We want every child to fulfil their potential, regardless of their background or circumstances.**

## 6.0 SAFER RECRUITMENT, SELECTION AND PRE EMPLOYMENT VETTING

- 6.1 Bassenthwaite School aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. The Governing body will act reasonably in making decisions about the suitability of prospective employees and volunteers based on checks and evidence including: criminal record checks (DBS checks), barred list checks and, in the case of teaching staff, prohibition checks together with references and interview information.
- 6.2 The Governing Body and School Senior Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education', September 2019 and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.
- 6.3 In line with the DfE statutory guidance the Governing Body/Trustees will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised unless they are working in 'regulated activity'. Bassenthwaite School has written recruitment and selection policies and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body/Trustees ensure that at least one person on any appointment panel has undertaken safer recruitment training.

### **Childcare Act 2006/Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendments) Regulations 2018**

The above legislation applies mainly to primary schools and those settings with early years pupils. However as a basic principle, Governors and senior leaders recognise that we must endeavour to ensure that we create a culture and environment where staff feel comfortable, where it is appropriate, to discuss matters outside of work, which may have implications for the safeguarding of children in the workplace.

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The Governors and senior leaders would expect staff to discuss with them any situation where their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in school.

These discussions can assist Governors and senior leaders in safeguarding their employees' welfare and contribute to their duty of care towards their staff. Where appropriate, it will help managers identify whether arrangements are needed to support these staff. These discussions can also help with the management of children's safety, providing information that will help them consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person known to or living with a member of staff coming into school where a potential risk to children has been identified).

## **7.0 REFERRAL TO THE DBS**

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

7.2 Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

7.3 The advice of the DO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Cumbria SCB website [How to refer a child](#) or [Allegations against staff/DO](#).

## **8.0 ENTITLEMENT**

8.1 We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Each child in our school, regardless of their background or home circumstances could be the victim of child abuse, whether it is by a parent, other adult known to them or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe, and who to ask for help if their safety is threatened.

## **9.0 IMPLEMENTATION**

9.1 This policy applies to all who come into contact with children at Bassenthwaite 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.

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

- Health and Safety Policy
- E-Safety Policy
- Whole School Behaviour Policy
- Safer Recruitment Policy

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- Equality Policy
- Whistleblowing Procedures
- School Drugs and Substances Policy
- Educational Visits Procedures (including procedures for assessing risks)
- First Aid and Accident Procedures
- Attendance Policy
- Data Protection Policy
- Special Educational Needs and Disability Policy
- Staff Code of Conduct
- SRE Policy
- Intimate Care Policy
- Peer on Peer Abuse Procedures
- Supporting Pupils with Medical Conditions Policy and procedures
- Lettings Policy
- Preventing and Tackling Extremism and Radicalisation Policy
- Missing Child Procedures
- Child Sexual Exploitation Policy
- Female Genital Mutilation Policy (FGM) (Appendix 9)

## 10.0 THE CHILDREN ACT 1989

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

### 10.2 Child Support

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

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

### 10.3 Child Safety

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

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

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

10.3.4 Additional information and guidance can be found in 'What to do if you are worried a child is being abused' (March 2015).

## 11.0 DEALING WITH DISCLOSURES FROM CHILDREN

11.1 The way in which a member of staff talks to a child who discloses abuse could influence the evidence

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that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff or other adult working in school s/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. This must be signed and include the date, time and place of the disclosure. All records must be locked in the Child Protection filing cabinet which is located in the Designated Safeguarding and Child Protection Lead/ Head's Office (**Sara Royle**). (see Appendix 1 – Listening to Children)

- 11.2 Inform the Designated Safeguarding and Child Protection Lead who will evaluate the member of staff's assessment. Initial contact will be made with Children's Services County Safeguarding Hub.
- 11.3 The DSL can make a telephone referral to Cumbria Safeguarding Hub (see below) and confirm in writing via the Cumbria Safeguarding Hub Single Contact On-line Form. **The initial referral may be made by telephone but must be followed up via the on-line reporting system within 48 hours.**
- 11.4 If a referral needs to be made, or consultation with any other agency then we recognise that it is good practice to inform parents and child of actions to be taken unless this puts the child at further risk of harm.
- 11.5 The LA should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. The DSL will follow up on a referral should that information not be forthcoming. If, after a referral, the child's situation does not appear to be improving the DSL will press for re-consideration using the Cumbria SCB Escalation Policy and procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

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

#### 11.6 Cumbria Children's Services Safeguarding Hub

Tel: 0333 240 1727

E mail: [safeguardinghub.fax@cumbria.gov.uk](mailto:safeguardinghub.fax@cumbria.gov.uk) (please ensure that e mails sent to this address are password protected and the password forwarded in a further e-mail).

The service enables callers to outline their concerns and the Safeguarding Hub will give advice and if necessary undertake assessments of need. Appendix 16 provides a flow chart of actions to be taken by the school and other agencies where there are concerns about a child.

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

- 11.7 Staff must be aware that:
  - it is not the responsibility of teachers or other staff or volunteers in schools to investigate suspected cases of abuse;
  - they should not take any action beyond that agreed in the procedures established by the Cumbria Safeguarding Children Partnership (SCP)
  - **they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.**

#### 12.0 WHAT SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

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- 12.1 If staff members have concerns about a child they should raise these with the DSL or deputy. This also includes situations of abuse which may involve staff members (refer to Whistle blowing procedures). Wherever possible, there should be a conversation with the DSL (or deputy), who will help staff decide what to do next. Options will then include:
- managing any support for the child internally via the school’s own pastoral support processes;
  - an early help assessment; or
  - a referral for statutory services.
- 12.2 All staff are required to report any concerns. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm; it is crucial that staff record and pass on their concerns in accordance with these procedures to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 12.3 The DSL will decide whether to make a referral to Cumbria Safeguarding Hub, but it is important to note that where a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the Safeguarding Hub directly. Alternatively, the NSPCC have a whistleblowing advice line for professionals who have concerns over how child protection issues are being handled in either their or another organisation. Call 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- 12.4 Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments should identify what help the child and family require in order to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early Help Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.
- 12.5 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Cumbria Safeguarding Hub immediately. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- 12.6 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

### 13.0 ROLE AND RESPONSIBILITIES

- 13.1 All governors and staff have a shared responsibility to safeguard children. The Governing body/Proprietor/ Management Committee and the senior leadership team, especially the Designated Safeguarding Lead and deputies, will make themselves aware of and follow the new local partnership arrangements. Locally, the three safeguarding partners (Cumbria County Council; Cumbria Constabulary; North Cumbria Clinical Commissioning Group/Morecambe Bay Clinical Commissioning

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Group) will make arrangements to work together with appropriate relevant agencies (including schools) to safeguard and promote the welfare of children, including identifying and responding to their needs.

### 13.2 The Role of the Designated Safeguarding and Child Protection Lead

13.2.1 Bassenthwaite School has a member of the Senior Leadership Team designated by the Governing Body as the Safeguarding Lead who will provide support to staff members and other adults to carry out their safeguarding duties and who will liaise closely with other services such as Children’s Social Care – **this Designated Lead for Safeguarding and Child Protection is Sara Royle, Head**. The DSL and deputy is most likely to have a complete safeguarding picture of an individual child or family background.

13.2.2 There will always be cover for this role – the Cover for the Designated Safeguarding and Child Protection Lead is **Anneli Pickering**.

13.2.3 During term time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Arrangements will be made to ensure that access to the DSL or deputy will be available to staff during off-site visits or other extra-curricular activities.

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

13.2.5 **Liaison and Referrals:** The Designated Safeguarding and Child Protection Lead will:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact, liaise with and, where requested, supply information to local statutory children’s services agencies and the three safeguarding partners which make up Cumbria SCP in line with [Working Together to Safeguard Children](#);
- discuss with Police and LA Children’s Social Care colleagues the local response to sexual violence and sexual harassment between children so that they are confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) and how to access this support when required;
- refer to Police individual incidents or issues, where deemed necessary. The NPCC guidance ‘[When to call the Police](#)’ will help DSLs understand when they should consider calling the Police and what to expect when they do. This will include being aware of the requirements for children to have access to an ‘appropriate adult’ (both on and off-site) who can support them when the Police or other agency professional requests to see, question or search a child. In all such cases, the school remains legally responsible for the child in their care and it may be necessary to seek clarification from the agency on their reasons for the request to ensure the child is properly supported and where required, parents are informed before any such requests are sanctioned;
- refer all cases of suspected abuse or allegations to Cumbria Safeguarding Hub (see Section 5 for contact and referral details) in accordance with the multi-agency **threshold** guidance;
- make a referral to Cumbria Safeguarding Hub immediately if, at any point, there is a risk of immediate serious harm to a child – **anybody can make a referral**;
- where required to do so, liaise with the “Case Manager” and the **Local Authority Designated Officer (LADO)** in the case of a **concern or** allegation made against a member of staff or other adult;
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not voluntarily left the school/setting. See also Section **24** below;
- refer concerns about pupils who may have disappeared or whose transfer has raised concerns to Children’s Services Children Missing Education (CME) Officer;
- ensure that an indication of further record-keeping is marked on the pupil records;

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- ensure that the most relevant trained person attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents where necessary;
- ensure that any child currently on a Child protection Plan who is absent without explanation for two days is referred to their key worker's Social Care Team;
- understand and support the school in relation to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- be aware of the local procedures for making a 'Prevent' referral;
- inform Ofsted of any allegations of serious harm or abuse by any person working with a child (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and notify Ofsted of the action taken in respect of the allegations **[settings on the Early Years register ONLY]**;
- liaise with staff (especially pastoral support staff, school nurses, IT technicians, SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and act as a source of support, advice and expertise within school when deciding to make a referral using the [Cumbria Safeguarding Hub Single Contact on-line form](#);
- liaise with the Head teacher (where this is not one and the same person) to inform him or her of issues especially ongoing enquiries under section 17 (child in need) and section 47 of the Children Act 1989 and Police investigations.

### 13.2.6 Training: The Designated Safeguarding and Child Protection Lead will:

- receive appropriate training, updated every two years (see Section 6 below) in order to:
- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments (EHA);
- have a working knowledge of how the Local Authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff, supply staff and volunteers/students;
- be alert to the specific needs of children in need, including those with special educational needs, young carers and those at risk of radicalisation or child sexual exploitation;
- understand and support staff in challenging inappropriate behaviours associated with sexual violence and sexual harassment among all children, paying particular attention to those who are or are perceived to be LGBT;
- understand the issues relating to harmful sexual behaviour (HSB) in order to plan preventative education and implement preventative measures;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation;
- understand their role in multi-agency working and the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- recognise the additional risks that children with SEN, disabilities (SEND) and other medical or physical health conditions face both online and offline, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- be able to keep detailed, accurate and secure written records of concerns and referrals;

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- obtain access to resources and attend any relevant or refresher training courses and, where required, disseminate information learned from training to others in the setting;
- encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings, in any measures the school may put in place to protect them.

### 13.2.7 Raising Awareness: The Designated Safeguarding and Child Protection Lead will:

- ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the setting’s Child Protection Policy and procedures, the school Code of Conduct for staff and other adults and are provided with a copy of Part one (or Annex A, where appropriate) of [‘Keeping Children Safe in Education - Safeguarding information for all staff’](#), DfE guidance [‘What to do if you’re worried a child is being abused’](#) and the Cumbria SCP [‘Summary of Allegations Management Procedures Flowchart’](#);
- ensure that all staff are made aware of and understand the school’s safeguarding response to children who go missing from education;
- ensure that all staff and other adults are made aware of the appropriate language/terminology to use when speaking in front of or to children – see definitions of ‘victim’ and ‘alleged perpetrator(s)’ and ‘perpetrator(s)’ outlined on page 1 of the Policy statement;
- ensure the school’s procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse, neglect, child on child abuse and issues relating to sexual violence and sexual harassment;
- ensure the school’s Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body or proprietor(s) regarding this;
- ensure the Child Protection Policy and procedures is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this process;
- link with the Cumbria safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and its staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children;

where children leave the school (including for in-year transfers), the DSL will ensure their Child Protection file is forwarded to any new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The DSL should ensure secure transit and a confirmation of receipt should be obtained. The file will be transferred separately from the main pupil file. A copy of the chronology will be retained in school. Consideration will also be given to whether information should be shared with the new school significantly in advance of a child leaving the school so that the receiving school can have the appropriate support in place for when the child arrives. Further information on the child protection file is outlined in Annex C of [Keeping Children Safe in Education](#)

### The Designated Teacher for Looked-After and previously Looked-After children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. A previously looked-after child potentially remains vulnerable and all staff are equipped with the skills, knowledge and understanding to keep both looked-after and previously looked-after children safe.

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The designated teacher for looked-after and previously looked-after children has lead responsibility for helping school staff understand the things which affect how looked-after children learn and achieve in line with the DfE **statutory** guidance '[The designated teacher for looked-after and previously looked-after children – Statutory guidance on their roles and responsibilities](#)'.

The designated teacher will:

- have received appropriate training and have the relevant qualifications and experience to take the lead in promoting the educational achievement of registered pupils who are looked-after;
- liaise and work together with other agencies providing prompt action to safeguard any looked-after or previously looked-after child;
- **promote the overall health and wellbeing of looked-after and previously looked-after children liaising with social workers and the Virtual School Head and ensuring they have information about the child’s physical, emotional or mental health that may have an impact on his or her learning and educational progress;**
- promote a culture of high expectations, educational achievement and aspirations for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- work with the virtual school head to promote the educational achievement of looked-after and previously looked-after children;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children making full use of Assessment for Learning;
- make sure that looked-after or previously looked-after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child’s personal education plan (PEP) within the school.

**13.3 The Role of the Head teacher**

13.3.1 It is the responsibility of the Head teacher to:

- ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff and, where appropriate, by other adults;
- ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake in the school and that this induction includes a section on the procedures to follow if they are worried about a child or the management of child protection generally in the setting;
- ensure all staff and, where appropriate, volunteers attend or are given access to training in child protection procedures and strategies to enable them to identify children who may be at risk from all forms of abuse or harm;
- ensure sufficient resources and time is allocated to enable the Designated Safeguarding and Child Protection Lead ( where this is not one and the same person) and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the whistle blowing procedures.

**13.4 The Role of the Local Governing Body/Directors**

13.4.1 The Governing Body/Proprietors will ensure they facilitate a whole school/trust approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects

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of process and policy development. Ultimately, all systems, processes and policies will operate with the **best interests** of the child at their heart.

The Chair of Governors will liaise with the **Local Authority Designated Officer (LADO)** and partner agencies in the event of **a concern or allegation made against** the Head teacher. In the event of **a concern or allegation** being made against the Head teacher and/or where the Head teacher is also the sole proprietor of an independent school, the allegation will be reported directly to the **LADO**.

**The Governing Body is accountable for ensuring that it and their establishment:**

- promotes and embeds a culture and environment of openness, trust and transparency so that staff feel comfortable to discuss matters of concern both within, and where appropriate, outside of the workplace which may have implications for the safeguarding and welfare of children;
- has a senior board level (or equivalent) lead to take leadership responsibility for the school's safeguarding arrangements;
- ensures that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated;
- ensures that **all** governors read and understand their responsibilities described in Part two and Annex C (responsibilities of the DSL) of [Keeping Children Safe in Education](#);
- ensures that **all** governors understand their responsibilities under the Human Rights Act 1998 and the Equality Act 2010 (and public Sector duty);
- has appointed an appropriate senior member of staff, from the School Leadership Team to the role of Designated Safeguarding Lead (DSL) with a named deputy. The role of Deputy DSL is not a legal requirement but will enable the statutory requirement to have a member of staff with Safeguarding Lead responsibilities always available to staff during school hours should the DSL be unavailable for any reason. The DSL will have appropriate status and authority within the school to carry out the duties of the post, will take lead responsibility for safeguarding and child protection 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 local multi-agency safeguarding partners and other agencies. This responsibility is explicit in the role-holders' job descriptions;
- contributes to inter-agency working in line with statutory guidance '[Working Together to Safeguard Children](#)' and HM Government '[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)';
- provides 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 subject to child protection plans;
- has provided the means to ensure that **all staff** in their school has **read** at least Part one (or Annex A, where appropriate) of [Keeping Children Safe in Education](#) and has mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A, where appropriate) of [Keeping Children Safe in Education](#). **A proportionate risk-based approach will be given to the level of information that is provided to temporary staff, volunteers and contractors;**
- has effective Policies and procedures in place for child protection and staff behaviour (part of the **Behaviour Policy** and procedures and the Staff Code of Conduct) and Online Safety which are provided to staff and volunteers on induction and which are transparent, clear and easy to understand;
- ensures that safeguarding training for staff, including in relation to online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. In doing so, the Governors will have regard to the [Teachers' Standards](#);
- has safeguarding arrangements which take account of the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the Cumbria SCP;

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- actively promotes fundamental British values as part of the school’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;
  - ensures that online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. As a result, consideration will be given as to how online safety is reflected, as required, in all relevant policies; how online safety is included in the curriculum and how to keep parents engaged in online safety;
  - has procedures in place for monitoring online safety and regularly monitors systems and practices to ensure their school leaders are keeping children safe online. UKCIS guidance ‘[Online safety in schools and colleges: Questions from the Governing Board](#)’ is used to ensure this;
  - has carefully considered how pupils and students are being supported with regard to particular protected characteristics including disability, sex, sexual orientation, gender reassignment and race;
  - have a culture of listening to children, taking account of their wishes and feelings, both in individual decisions and the development of services;
  - ensures the child’s wishes or feelings are considered 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 confidentially report any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback;
  - has a robust system of monitoring child protection concerns in place with appropriate child protection files which are appropriately maintained;
  - has arrangements in place for supporting pupils with medical conditions;
  - has a written Recruitment and Selection Policy and procedures in place;
  - prevents people who pose a risk of harm from working with children (either paid or unpaid) 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;
  - has at least one person on any appointment panel who has undertaken safer recruitment training [applies to maintained schools only – academies may delete where necessary, but it is considered best practice];
  - has procedures for dealing with concerns or allegations against members of staff, supply staff, volunteers and contractors that comply with DfE statutory guidance ‘[Keeping Children Safe in Education](#)’, Cumbria SCP, LA and locally agreed inter-agency procedures;
  - has procedures for dealing with allegations against other children (child on child abuse). This will generally be in accordance with the school Behaviour Policy and procedures and the Child on child Abuse Policy and procedures [delete if you have opted not to have a separate Child on child Abuse Policy] in the first instance;
  - has appointed a designated teacher to promote the educational achievement of looked-after or previously looked-after children ensuring that this person has appropriate training;
  - ensures 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;
  - operates a Whistleblowing procedure and will remedy any deficiencies or weaknesses in relation to child protection arrangements that is brought to its attention without delay;
  - has appropriate safeguarding responses to children who go missing from school, 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;
  - ensures staff members are aware that they must not promise confidentiality to a child and must always act in the best interests of the child;
  - has an annual child protection item on the Governing Body agenda;
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis

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### 13.5 The Role of the Designated Lead for Children Looked After

13.5.1 The Designated Lead for Children Looked After (CLA), **Sara Royle**, has lead responsibility for helping school staff understand the things which affect how children looked after learn and achieve in line with the DfES Role and Responsibilities of the Designated Safeguarding and Child Protection Lead for Looked After Children (2009)

13.5.2 The Designated Lead for Children Looked After will:

- promote a culture of high expectations and aspirations for how children looked after learn;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning;
- make sure that children looked after are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

### 13.6 The Role of Teachers

13.6.1 Teachers, including the Head teacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the Teacher Standards 2012.

### 13.7 The Role of ALL Staff (including supply staff and volunteers)

- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to read and properly understand '[Keeping Children Safe in Education Information for All School and College staff](#) (Part one) (or Annex A, where appropriate), DfE guidance '[What to do if you're worried a child is being abused](#)', the School Code of Conduct for staff and other adults who work with children, the School's Child Protection Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case.
- All staff should be aware of indicators of abuse and neglect understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of children who may be in need of help or protection.
- All staff should know what to do if a child tells them he/she is being abused, exploited, neglected or otherwise at risk of harm. Always speak to the DSL (or a deputy). If in exceptional circumstances, the DSL or a deputy is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the School Leadership Team and/or take advice from the Local Authority (LA) Children's Social Care. In these circumstances, any action taken should be shared with the DSL (or a deputy) as soon as practically possible.
- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and/or semi-nude images and/or videos can be signs that children are at risk. Further information relating to other signs of harm are set out in Part one of [Keeping Children Safe in Education](#).
- All staff should be aware that children can abuse other children (child on child abuse) and that it can happen both inside and outside of school and online. Staff should be clear on and understand the importance of their role in preventing and responding to it and be clear on the school Policy and procedures. See Section 11 below.

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- All staff should be able to reassure victims (regardless of how long it has taken them to come forward) that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect, nor should a victim ever be made to feel ashamed for making a report.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. The language/terminology staff use in individual situations may be critical and staff should be aware of how important it is to use appropriate language and terminology on a case by case basis. See definitions on page 1 of the Policy statement.
- All staff are advised to speak to the DSL or a deputy should they have a concern about the mental health of a child as this can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- All staff should be prepared to identify children who may benefit from early help and understand their role in it. (See Section 2.1 below). This includes identifying emerging problems, providing help for children, promoting children’s welfare and preventing concerns from escalating, liaising with the DSL, sharing information with other professionals to support early identification whether this is when problems are first emerging or where a child is already known to Children’s Social Care and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff should be aware of the process for making referrals to the LA Children’s Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff should be aware of and understand the school’s safeguarding response to children who go missing from education.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. Staff, but especially the DSL (and deputy) should consider whether children are at risk of abuse, sexual abuse, serious youth violence, county lines or sexual/criminal exploitation in situations outside their families and should understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with this Policy.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- If a staff member has any concerns about a child who is suffering, or is likely to suffer from harm, they should act on them immediately. There should be a conversation with the DSL (or a deputy) to agree a course of action, although any staff member can make a referral to the LA Children’s Social Care. If a referral is made by a member of staff, they should inform the DSL as soon as possible.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made Cumbria Safeguarding Hub immediately – **anybody can make a referral.**

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#### 14.0 Safeguarding concerns or allegations against members of staff, supply staff, volunteers and contractors

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including supply staff, volunteers and contractors rather than members of the child's family or other adults known to the child. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply teachers, volunteers, and contractors) harming or posing a risk of harm to children then this should be referred to the Head teacher or Principal. Allegations are those which relate to members of staff, supply staff, volunteers and contractors who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher or who is no longer teaching will be referred to the Police. Historical allegations of abuse will also be referred to the Police. Such allegations are dealt with in accordance with specific procedures published on the Cumbria SCP website – [Allegations against staff or volunteers](#) and Part four of 'Keeping Children Safe in Education' – Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low-level concerns procedures (see section 10 below) and the school staff Code of Conduct.

If an allegation is made against a governor, the school will follow their own local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

Cumbria SCP has produced a [Summary of Allegations Management Procedures Flowchart](#). A copy of this flowchart is provided to all individuals working in school and to new starters as part of their Induction.

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

- treat the matter seriously;
- ensure that, where necessary, the child receives appropriate medical attention;
- make a written record of the information using the child's/parent's own words, including when the alleged incident took place; who was present; and what happened;
- sign and date the written record;
- report the matter immediately to the Head teacher or deputy in his/her absence. Where the Head teacher is the subject of a concern or allegation, or in a situation where there is a conflict of interest in reporting the matter to the Head teacher, the concern or allegation will be reported to the Chair of Governors/Management Committee. In all instances, the most senior person (Head teacher or Chair of Governors) will be the allocated the role of 'Case Manager'. Confidentiality must be maintained at all times.

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the DSL (or a deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the LA Children's Social Care.
- **Investigating and supporting the person subject to the allegation** - the Case Manager will discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, we will:

- apply common sense and judgement;
- deal with allegations quickly, fairly and consistently; and,
- provide effective protection for the child and support the person subject to the allegation.

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## Initial action by the Case Manager

Before contacting the Local Authority appointed Designated Officer (LADO) the Case Manager or other senior leader will conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future Police investigation.

Following the completion of basic enquiries, the Case Manager will discuss the concern or allegation with the LADO and within 1 working day. The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the concern or allegation and agree a course of action. To inform the initial course of action, the following may be required:

- written details of the concern or allegation - signed and dated by the person receiving the initial concern or allegation report;
- any other information and names of any potential witnesses, CCTV etc.;
- a chronology of significant events;
- information already known about those involved, including previous history, other concerns or allegations made by the child or family and the individual's current contact with children;
- checks on any historic incident(s) or logbooks.

There may be situations when the Case Manager will want to involve the Police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Case Manager should discuss the concern or allegation with the LADO to help determine whether Police involvement is necessary.

To report a concern in writing to the LADO, the notification form (available from the Cumbria SCP website) must be used. The form can also be accessed by the following link: [LADO - 'Position of Trust' Referral Form](#).

Completed forms must be sent to the LADO, Cumbria Safeguarding Hub, using any of the following methods:

**(Please note: if sending by e-mail the document must be password protected)**

- Fax: 01768 812090
- EMail: [lado@cumbria.gov.uk](mailto:lado@cumbria.gov.uk)
- Post: LADO, Cumbria Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ
- Please note if you are worried that a child is at risk of immediate harm please contact Cumbria Safeguarding Hub on 0333 240 1727 or click here [How to refer a child](#).

To speak to a LADO for advice:

Phone: 03003 033892

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

Allegations are managed in accordance with [Cumbria SCP Procedures Manual](#).

The Case Manager will contact the LADO if an allegation is made against a member of staff or another adult (including supply staff, volunteers and contractors) where their actions may have met the 'harm threshold' and the individual is alleged to have:

- behaved in a way that has harmed a child, or may have harmed a child, and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

When to inform the individual of the allegation will be considered carefully on a case-by-case basis with guidance as required from the LADO, and if appropriate LA Children's Social Care and the Police. The Case Manager will inform the accused person about the concern or allegation as soon as possible after consulting with the LADO. However, where a strategy discussion is needed, or Police or the LA Children's Social Care services need to be involved, the Case Manager will not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused.

The Case Manager will appoint a named representative to keep the person who is the subject of the concern or allegation informed of the progress of the case and consider what other support is appropriate for the individual.

The welfare of a child is paramount, and this is the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. We will offer appropriate welfare support at such a time and recognise the sensitivity of the situation. Information is confidential and will not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Parents of a child or children involved will be told about the concern or allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or Police or the LA Children's Social Care services need to be involved, the Case Manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents. Parents will also be kept informed about the progress of the case, only in relation to their child – no information can be shared regarding the staff member and informed of the outcome where there is not a criminal prosecution, including the outcome (in confidence) of any disciplinary process.

Parents will also be made aware of the requirement to maintain confidentiality about any concern or allegation made against teachers or other staff whilst investigations are ongoing. Where parents wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

**Initial consideration by the Case Manager and LA appointed Designated Officer (LADO)**

Schools, as employers have a duty of care to their employees. Where the school is not the employer of an individual, they still have a responsibility to ensure concerns or allegations are dealt with appropriately and that they liaise with relevant parties. It is essential that any allegation of abuse in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

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

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

If agreement is reached that the criteria for action by the Police or Children's Services has been established, the LADO will contact the LA Children's Social Care to ensure a formal 'strategy meeting' is set up involving Children's Services Social Care and the Police. Where the Police are involved,

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wherever possible the school will ask the Police to obtain consent from the individuals involved to share their statements and evidence for use in the employer’s disciplinary process. If only the last criterion is met the LADO will provide advice to the Case Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the school’s procedures for discipline and conduct.

The LADO’s role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the Police, LA Children’s Social Care, the school or a combination of these.

### Suspension

Suspension will never be an automatic step for staff subject to allegations; each case will be dealt with on its merits taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it is possible to investigate the allegation whilst the person is still at work. The strategy meeting will make a recommendation to the setting if one is required but the ultimate decision rests with the Case Manager. The decision to suspend will be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children. All options to avoid suspension will be considered prior to taking that step.

The decision on **suspension/transfer to alternative duties** of the staff member subject to the allegation is the responsibility of the Case Manager having consulted with their HR adviser and the LADO. School leaders will ensure that they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended.

Additional information on suspension or those subject to a Secretary of State interim Prohibition Order is available in Part four of [‘Keeping Children Safe in Education’](#).

If the Case Manager is concerned about the welfare of other children in the community or the individual’s family, those concerns will be reported to the LADO, LA Children’s Social Care or the Police as required.

### Subsequent actions

The detailed procedures that need to follow this initial consideration are available on the Cumbria SCP website. The Case Manager is expected to keep the LADO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the school’s disciplinary process (see above).

The following definitions will be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

A referral must also be made to the Disclosure and Barring Service (DBS) when concerns are raised that a person has caused harm or poses a future risk of harm to children/vulnerable adults – See Section 24 for further details. **If a member of staff or a volunteer is removed or dismissed because they have harmed a child or vulnerable adult, or the school would have done so if the individual had not left, the Disclosure and Barring Service must be informed.** [How to refer to the DBS.](#)

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The school will also consider whether a referral to the Teaching Regulation Authority (TRA) is appropriate where we dismiss or cease to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

Details of allegations that are found to have been malicious will be removed from personnel records and those allegations which were proved to be false, unsubstantiated or malicious will not be included in an employer reference. However, for all other allegations we will hold a clear and comprehensive summary of the allegation and how it was followed up and resolved. This will enable accurate information to be given in response to any future request for a reference, where appropriate.

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

**[Providers with EYFS Registered with Ofsted separately from the School ONLY**

We will inform Ofsted of any allegations of serious harm or abuse by any person working with the child (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Refer to Section 25 for details.]

**Resignations and settlement agreements**

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with Part four of the DfE guidance [Keeping Children Safe in Education](#).

‘Settlement or compromise agreements’ will not be used in cases of refusal to cooperate or resign before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is deemed appropriate.

**Record keeping**

We have an obligation to preserve records which contain information about concerns or allegations of sexual abuse for the term of the Independent Inquiry into Child Sexual Abuse (IICSA). All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the concern or allegation report if that is longer.

Details of allegations following investigation that are found to have been malicious or false will be removed from personnel records unless the individual gives their consent for retention of the information. For all other allegations i.e. substantiated, unfounded and unsubstantiated, the following information will be kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached, and the outcome i.e. substantiated, unfounded or unsubstantiated;
- a copy provided to the person concerned, where agreed by the LA Children’s Social Care or the Police; and,
- a declaration on whether the information will be referred to in any future reference.

For more detailed guidance on how to respond to allegations against staff, supply staff, volunteers or contractors, please refer to the Cumbria SCP guidance – [Whistleblowing](#), Section 12 below and Part four of [Keeping Children Safe in Education](#).

**Supply teachers and all contracted staff**

Whilst this school is not the employer of supply teachers or other contracted staff, we will ensure that concerns or allegations (no matter how small) are dealt with properly. In no

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circumstances will we decide to cease to use supply/contracted staff due to safeguarding concerns or allegations, without finding out the facts and liaising with the Designated Officer appointed by the Local Authority (LADO) to determine a suitable outcome. Where the individual about whom the concern or allegation has been made is employed by an Agency or Agencies where the supply teacher is working across a number of schools, the Governing body will discuss with the Agency/ies whether it is appropriate to suspend the supply teacher. The Agency will be fully involved in the process which will usually be led by the school and the LADO since the individual, whilst not employed by the school is under the supervision, direction and control of the Governing Body when working in the school. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are considered by the school during the investigation.

We will inform any supply agency of our process for managing allegations, taking account of the agency's Policies and their duty to refer to the DBS as personnel suppliers.

**Non-recent allegations**

Where an adult makes an allegation to a school that they were abused as a child, the individual will be advised to report the allegation to the Police. Non-recent allegations made by a child, will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with the LA Children's Social Care and the Police. Abuse can be reported no matter how long ago it happened.

**Concerns or allegations that do not meet the harm threshold (low-level concerns)**

As part of our whole school approach to safeguarding we aim to promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We believe that creating a culture in which all concerns about adults (including allegations that do not meet the harm threshold (see Page 22 above) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this will encourage an open and transparent culture; enable us to identify inappropriate, problematic or concerning behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

A low-level concern does not mean that it is insignificant. It is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold (see page 22 above) or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns about adults working in the school regardless of how insignificant they may be perceived to be, should be reported initially to the DSL/Head teacher<sup>1</sup> [delete whichever is not relevant]. Where the concern relates to the Head teacher or in a situation where there is a conflict of interest in reporting the matter to the Head teacher, the concern should be referred to the Chair of the Governors.

<sup>1</sup> Where the school determines that low-level concerns should be shared initially with the DSL, then the DSL must inform the Head teacher of the concern in a timely fashion according to the nature of each particular low-level concern

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Further information on low-level concerns, examples and record keeping can be found in the school Staff Code of Conduct.

## Responding to low-level concerns

If the concern has been raised via a third party, the Head teacher will collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously) and to the individual involved and any witnesses.

Any information collected will help to categorise the type of behaviour and determine what further action may need to be taken. The rationale for the action taken and the decisions which led to the action will be recorded. A flowchart outlining the possible response to managing low-level concerns is available via the KAHSC website.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

## 15.0 MANAGING ALLEGATIONS AGAINST OTHER PUPILS (PEER ON PEER ABUSE)

15.1 In all cases of reported alleged child on child abuse including sexual violence and sexual harassment, reference will be made to Part five of [Keeping Children Safe in Education](#).

We believe that all children have a right to attend the School and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will generally be dealt with under the [school's Behaviour Policy and procedures](#). It is not enough to respond to incidents as they arise and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. The school has a Policy which includes bullying, and sexual and racial harassment.

All staff are made aware that safeguarding issues can manifest themselves via child on child abuse and will be trained in the procedures to follow if there are incidents of sexual violence or sexual harassment between pupils. This is most likely to include, but not limited to:

- bullying (including cyber bullying, prejudiced-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'); ~~delete if not applicable~~
- physical abuse (this may include and online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence and sexual assault (this may include and online element which facilitates, threatens and/or encourages physical abuse);
- sexual physical harassment such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts etc.;
- sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting;
- consensual and non-consensual sharing of nude and/or semi-nude images and/or videos;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Dismissing or tolerating such behaviours and not challenging them risks normalising them. Additional information on this issue is also available in Part five and Annex B of [Keeping Children Safe in Education](#).

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**We have a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and will not be tolerated.** All staff have been made aware that even if there are no reports in our school, it does not mean it is not happening – it may be the case that it is just not being reported. If staff have any concerns regarding any form of child on child abuse, they must speak to the DSL (or a deputy).

We will ensure that pupils are aware of the NSPCC dedicated helpline (report abuse in education – **0800 136 663**) for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance.

**All concerns, discussions, decisions and reasons for decisions relating to child on child abuse and/or sexual violence and sexual harassment between children will be recorded (written or electronic).**

Decisions about what to do should a case of child on child abuse including sexual violence or sexual harassment become evident will be made on a case-by-case basis, taking into consideration:

- the wishes of the victim in terms of how they want to proceed;
- the nature of the alleged incident – might a crime have been committed and/or has HSB been displayed?
- the ages of the children involved (a child under the age of 13 can never consent to any sexual activity);
- the developmental stages of the children involved;
- any power imbalance between the children for example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability, learning difficulty or other health related issues;
- whether it was a one-off alleged incident or a pattern of behaviour by the alleged perpetrator;
- that sexual violence and sexual harassment can take place within intimate personal relationships between children [delete if not relevant];
- the importance of understanding intra familial harms and any necessary support for siblings following incidents;
- are there ongoing risks to the victim, other children or school staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

### 1.1 Safeguarding concerns or allegations

We recognise that children can abuse other children, and that it can happen both inside and outside of school and online. There are different forms of child on child abuse, but we recognise that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh”, “boys being boys” or “part of growing up” which essentially downplays certain behaviours and can lead to a culture of unacceptable behaviours, an unsafe environment for children and possibly a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff understand the importance of challenging inappropriate behaviours between children, that are abusive in nature. We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and concerns or allegations are the same as for any other type of abuse. Although it is generally considered more likely that girls will be victims and boys’ perpetrators, we consider all child on child abuse to be unacceptable and will take any concerns or allegations seriously. Children with special educational needs and disabilities (SEND) or certain medical or physical health conditions are also three times more likely to be abused both online and offline than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

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- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or health condition without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges;
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the DSL (or a deputy) and the SENCO.

The fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are lesbian, gay, bi, or trans (LGBT+) can be targeted by other children. In some cases, a child who is perceived by their peers to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+.

Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. We will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

We are also aware that our staff can be victims of sexual violence and sexual harassment and have arrangements in place to protect our staff and other adults from such abuse, including clear reporting and support mechanisms.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a child protection allegation against a pupil, some of the following features will be found.

The concern or allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil;
- indicates that young people outside the school may be affected by this pupil.

Examples of child on child abuse could include:

#### Physical abuse

- violence, particularly pre-planned such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- forcing others to use drugs or alcohol
- teen dating violence/abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

#### Emotional abuse/sexual harassment

- blackmail or extortion
- threats, intimidation, defamation and taunting
- online sexual harassment including sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages (including on social media), coercing others into sharing images of themselves or performing acts they are not comfortable with online

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- bullying (including cyberbullying, prejudice-based and discriminatory bullying), racial or sexual harassment (sexual comments, telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names) or other imbalance of power
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes etc. This may cross the line into sexual violence – it is important to talk to and consider the experience of the victim
- stalking

### Sexual abuse

- sexual violence such as rape, assault by penetration and sexual assault (sexual assault covers a very wide range of behaviour). These may include an online element which facilitates, threatens and/or encourages sexual violence)
- causing someone to engage in sexual activity without consent
- indecent exposure, indecent touching, rape or sexual assault
- forcing others to watch pornography or consensual and non-consensual sharing of nude and/or semi-nude images and/or videos via the internet or other mobile device
- upskirting (this is a criminal offence)

### Sexual exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In some situations, older pupils may attempt to recruit younger pupils using any or all the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

## 1.2 Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. We use the umbrella term "harmful sexual behaviour" (HSB). Children displaying HSB have often experienced their own abuse and trauma. **HSB can occur online and/or face-to-face and can also occur simultaneously between the two.** Our DSL has a good understanding of HSB and all reports will be made to the DSL and/or a deputy.

## 1.3 Minimising the risk of child on child safeguarding concerns

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and sexual violence and sexual harassment, and the issue is discussed as part of RSHE curriculum to the extent that all children are made aware of what behaviour is unacceptable and to enable all children to have the confidence to report issues which may be worrying or concerning to them and to whom those reports should be made.

It is essential that all victims are reassured that they are being taken seriously (regardless of how long it has taken them to come forward) and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report. We will explain to children in a way that avoids alarming or distressing them that the law is in place to protect children and young people rather than criminalise them.

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A flowchart providing guidance on how to [respond to a report of sexual violence or sexual harassment](#) is available from the KAHSC website.

#### 1.4 Possible actions in response to a **concern or** allegation against a pupil

We will ensure that systems are put in place, promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously. Ultimately, any decisions or actions will be taken on a case-by-case basis, with the DSL taking a lead role and using their professional judgement, supported by other agencies.

**Immediate** consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of **child on child** abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and who the report will be passed to.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on [searching screening and confiscation](#). Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual **written or electronic** record will be made of the **concern or** allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Cumbria Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a **written or electronic** record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the **concern or** allegation indicates a potential criminal offence has taken place e.g. **rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s))**, the Police must be contacted at the earliest opportunity and parents

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informed (of both the pupil being complained about and the alleged victim). See ['When to call the Police'](#) for further guidance.

- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of our Behaviour Policy and procedures including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Safeguarding Hub nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

### 1.5 Risk assessment

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support;
- whether there may have been other victims;
- the alleged perpetrator(s);
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms; and,
- the time and location of the incident, and any action required to make the location safer.

Risk assessments must be recorded (paper or electronic) and kept under review. At all times, the school should be actively considering the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe. In relation to sexual violence, it is likely that professional risk assessments by other agencies will be required.

### 1.6 Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

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## 1.7 Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents when there has been a report of sexual violence (this **might** not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. We will carefully consider what information we provide to the respective parents about the other child involved and when they do so. In some cases, the LA Children's Social Care and/or the Police will have a very clear view and as such we will take advice from the relevant agencies to ensure a consistent approach is taken to information sharing.

Wherever necessary, we will meet with both the victim's and the alleged perpetrator's parents to discuss any support required and any arrangements put in place that impact either party. Other agencies may be asked to attend but this will be determined on a case-by-case basis.

## 16.0 WHISTLE-BLOWING

16.1 Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure 1998.

16.2 Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of the children may be at risk.

### 16.3 How to raise a concern:

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

### 16.4 What happens next?

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

### 16.5 Self-reporting:

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

#### 16.6 Further advice and support:

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from senior managers, HR provider and/or your professional or trade union.

### 17.0 PUPIL/STUDENTS IN WORKPLACE PLACEMENTS

- ‘Schools organising long term placements need to ensure that policies and procedures are in place to protect children and young people from harm, focusing greatest protection on settings in which children may be most at risk, for example when children will be placed for long periods in one to one situations with an adult’.
- New requirements apply to long term work experience. These do not affect the conventional block work experience that schools have been running in Key Stage 4 for some time.
- Additional safeguards will be necessary when one or more of the following conditions apply:
  - The placement is for more than one day per week
  - The placement is for longer than one term
  - The child may be vulnerable, have special needs, or is under 16
  - The placement provides a workplace supervisor or colleague with substantial unsupervised access to the child.
  - The placement has a residential component.

These additional safeguards are:

- Staff who arrange, vet or monitor work placements should have had training in Safeguarding
- Employers should be asked to make a commitment to safeguarding children’s welfare by endorsing an agreed Safeguarding policy.
- Any person regularly supervising a child in a workplace should be subject to a Criminal Record Bureau check. Checks should be arranged by the organisation arranging the placement.
- Such a person should also be given basic Safeguarding Training about their responsibilities in accordance with “ What to do if you are worried” March 2015
- Children should be given clear advice about who to contact if they are worried and should have a continuing point of regular contact with the school.

**NB:** In some cases the child may need to be vetted to ensure they are suitable for the placement and in some circumstances a DBS check on the child may be required e.g. in environments involving them working with younger children.

### 18.0 EXTENDED SCHOOLS AND BEFORE AND AFTER ACTIVITIES

18.1 The Governing Body of a school controls the use of the school premises both during and outside school hours, except where a trust allows a person other than the governing body to control the use of the premises or a transfer of control agreement has been made.

18.2 Governing Bodies can enter into transfer of control agreements in order to share control of the school premises with another body or transfer control of it. The other body known as the ‘controlling body’

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will control the occupation and use of the premises during the times specified in the agreement. Transferring control of the premises to local community groups, sports associations and service providers can enable school facilities to be used without needing ongoing management or administrative time from school staff.

18.3 Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for Safeguarding will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and there are arrangements to liaise with the school on these matters where appropriate.

## 19.0 INDUCTION AND TRAINING

19.1 All school-based staff including the Head teacher (where he/she is not the DSL) are required to undertake an appropriate level of safeguarding and child protection training at induction. This training will be updated regularly. We will train all staff and volunteers (where appropriate) to understand the Child Protection Policy and procedures, and ensure that all adults have up to date knowledge of safeguarding issues. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins, staff meetings/briefings etc.), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

19.2 Appropriate training and regular updates will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way including:

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

19.3 All staff have undertaken whole school Safeguarding Training which will be refreshed every three years and updated on a regular basis by the DSL or other external source.

19.4 All staff and volunteers working in 'Regulated Activity' are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff – September 2019, the school's Child Protection Policy and procedures and the School Code of Conduct for staff and other adults and the procedures to follow should a child go missing from school, home or care.

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- 19.5 We will ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff. We will support our staff to improve their qualification levels wherever possible.
- 19.6 The nominated Governor will receive safeguarding training from a strategic perspective which will be updated regularly, to be disseminated to the rest of the Governing Body.
- 19.7 The school leadership team will ensure the DSL and the Deputy DSL attend the required safeguarding training when they first take up the role which will provide them with the knowledge and skills required to carry out the role effectively. The training will be updated every two years. In addition to formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 19.8 Both the DSL and the Deputy have attended the required level of training as stated by the Cumbria SCB and this will be updated in line with recommended good practice.
- 19.9 The DSL will ensure that all new staff, volunteers and other adults are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection, communication lines and whistle blowing. This will also be a regular agenda item at staff meetings.
- 19.10 The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained. This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.
- 19.11 Any member of staff who may have concerns should seek advice from **Sara Royle** or **Anneli Pickering** immediately.
- 19.12 Designated staff will follow the school's policy and procedures on Supervision (KS/PP&PW/086), this includes the relevant Boarding staff e.g. Head of House.

## 20.0 PROFESSIONAL CONFIDENTIALITY

20.1 Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from Cumbria Safeguarding Hub (0333 240 1727). Further guidance on Information Sharing can be found in the DfE document [Data protection: a toolkit for schools](#) (Annex 10.1), the DfE document '[Information Sharing – Advice for Safeguarding Practitioners](#)' and the '[Flowchart of When and How to Share Information](#)' from the same document.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

We are aware that among other obligations, the Data Protection Act (DPA) and the UK GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure. Neither the DPA nor UK GDPR prevent, or limit, the sharing, or withholding, of information for the purposes of keeping children safe. Information which is sensitive and personal will be treated as 'special category personal data'. Legal and secure information sharing between schools, LA Children's Social Care and other agencies is essential. It

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would be legitimate to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child but it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk. When parents do not give permission to share information staff must consider if a child is at risk of harm, before a decision to not share information is made; when there is disparity between parent's views and those of their children, professionals must maintain focus on the child. Fears about sharing information **must not** be allowed to stand in the way of protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards will be in place.

Under the Data Protection Act 2018 and the UK GDPR, schools are permitted to withhold pupils' personal data where, for example, a child is in a refuge or other form of emergency accommodation and to provide the information would place a child at risk.

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

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if a child reports abuse or gives information that suggests they may be at risk, this MUST be passed on to the DSL as soon as possible. The child should be told who their report will be shared with and what will happen next. If the child does not give their consent to share information, staff may still lawfully share it and advice sought from the DSL in all cases. Ultimately, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and/or other children.

## 21.0 RECORDS AND MONITORING

- Well-kept records are essential to good Child Protection and Safeguarding practice. Bassenthwaite School is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- Staff must be aware that their records might have to be used as evidence in court, and must therefore be mindful of the need to distinguish fact from opinion. However, staff must not attempt to investigate a situation themselves.
- In the event of staff concern with regard to a Child Protection or Safeguarding issue contact **Sara Royle**, or **Anneli Pickering** in her absence, immediately.
- Designated Safeguarding and Child Protection Lead may seek advice and support from Children's Services Safeguarding Hub. (Following advice this may lead to Bassenthwaite School completing an Early Help Assessment or a referral using the single contact form).
- A record will be made of all incidents where pupils have expressed racist, homophobic, extremist or radical views which will be monitored at a senior level.
- **Safeguarding records are kept separate from other school records.** The gate keeping procedure is as follows in ensuring that staff do not have access to the information in Child Protection files.

## 22.0 ACCESSIBILITY THROUGH THE DESIGNATED SAFEGUARDING AND CHILD PROTECTION LEAD

- In maintaining the concerns about individual pupils/young persons, the completed internal form is kept in a separate safeguarding file.

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- Designated Safeguarding and Child Protection Lead would seek further advice and support through the monitoring process if there is sufficient indication to warrant a referral.
- Parents, carers would be briefed about the school concerns, through arranging a meeting with the Designated Safeguarding and Child Protection Lead, **Sara Royle**, unless it is suspicious or fabricated induced illness (FII) or unless this would place the child at risk or further harm.
- When forwarding files to a receiving school, a chronology of the information, a record of the date of transfer and date of confirmation of receipt by the next school will be kept.
- All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSL or Head Teacher. Confidential files which have to be posted (e.g. for out of County moves) should be marked private and confidential and sent via the 'Special Delivery' postage route where its whereabouts at any time can be tracked.

### 23.0 ATTENDANCE AT CHILD PROTECTION AND SAFEGUARDING CONFERENCES

- A Child Protection or Safeguarding Conference is a multi-agency meeting convened following a referral to the Cumbria Children's Service Safeguarding Hub.

The following can attend the conference:

- Parents/Carers
- The young person if they are of an age and wanting to join the meeting.
- Other professionals involved with young person.
- If the Chair of the Conference extends an invitation to the school rather than a named person, the designated member of staff should attend.
- Intermediate Single Agency and Advanced Multi-Agency Delivery Training is available to staff who attend the conference. Training is organised and available throughout the county.
- Advice can be sought if staff require training to produce relevant, concise and professional reports for Child Protection Conferences.
- Whole school staff training and support from other agencies is available in preparing staff in maintaining a working relationship with parents both before, during and after a referral has been made.

### 24.0 SUPPORTING PUPILS AT RISK

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

We will endeavour to support pupils through:

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

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

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

## 24.2 Children who may be particularly vulnerable and early help

Any child may benefit from early help, but we are particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse or adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child. See 2.6 below;
- is persistently absent from education, including persistent absences for part of the school day;
- is at risk of fabricated or induced illness;
- is an asylum seeker;
- is vulnerable to being bullied, or engaging in bullying;
- is showing early signs of abuse and/or neglect;
- is living a transient lifestyle;
- is living in a chaotic, neglectful and unsupportive home situation;
- is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- does not have English as a first language.

The Cumbria Early Help Team can be contacted on:

Telephone No: **03003 033896**; or

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Email: [early.help@cumbria.gov.uk](mailto:early.help@cumbria.gov.uk)

In addition to the above, we will refer to guidance issued by the Cumbria SCP in relation to [Early help](#).

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Any cases resulting in early help will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

### Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We have an identified Mental Health Lead in school who will work closely with the DSL and other senior leaders. More information can be found in the DfE '[Mental health and behaviour in schools](#)' guidance (Nov 2018).

### 24.3 Pupils with SEN/Disabilities or physical health issues

We recognise that children with special educational needs (SEN), disabilities or certain health conditions (whether or not they have a statutory education, health and care plan) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- children with SEN and disabilities can be disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The potential need for early help and extra pastoral support in this group of children is considered as a priority.

### 24.4 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Additional information on contextual safeguarding is available from the [Contextual Safeguarding Network](#).

### 24.5 Private Fostering

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Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation for 28 days or more by a person who is not a parent, person with parental responsibility for them or a relative in their own home. Staff will remain alert to, and, when it comes to their attention report, to the DSL, information which suggest a child is being privately fostered. The DSL will then notify the LA to allow the LA to check the arrangement is suitable and safe for the child.

## 25.0 FABRICATED OR INDUCED ILLNESS

25.1 The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness.

25.2 There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- **fabrication** of signs and symptoms. This may include fabrication of past medical history
- **fabrication** of signs and symptoms and **falsification** of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- **induction** of illness by a variety of means.

25.3 Where concerns about Fabricated and Induced Illness are identified in school these should immediately be reported to the Designated Safeguarding and Child Protection Lead.

## 26.0 SAFE SCHOOLS, SAFE STAFF

26.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. A 'non-touch' approach is impractical for most staff and may in some cases be inappropriate. When physical contact is made it should be in response to their needs at that time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

26.2 This means that adults should:

- Be aware that even well intended physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- Never touch a child in a way that may be considered to be indecent
- Always be prepared to explain actions and accept that all physical contact can be open to scrutiny
- Never indulge in horseplay, tickling or fun fights

26.3 In all of these circumstances staff should use their professional judgement about the appropriateness of physical contact.

26.4 Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action may be misinterpreted this should be reported to someone as soon as possible, particularly if the contact was initiated by the pupil. A record can then be made of the incident and, if appropriate, placed on the child's file.

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This means that adults should:

- Know who to go to if such an incident should occur, give a detailed description of the event and understand the process of recording this information
- Make sure that all staff on a 'need-to-know' basis are informed of any likely issues or problems with vulnerable children in their care
- Be aware of DfE guidance in respect to physical contact with pupils

26.5 Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan e.g. in relation to pupil with SEN or disabilities. Any such contact should be the subject of an open and agreed school policy and should be subject to review. Where possible staff should seek the permission of the child in advance of any contact, their reactions and feelings should be taken into account.

26.6 Extra caution may be required where it is known that a child has suffered previous abuse or neglect, in these circumstances physical contact may be associated with such experiences and may lead to staff being vulnerable to allegations of abuse.

26.7 It is recognised that many such children are extremely needy and seek out inappropriate physical contact; in such circumstances staff should deter the child sensitively by introducing the idea of personal boundaries.

**The general culture of 'limited-touch' should be adopted.**

## **27.0 SOCIAL CONTACT**

27.1 Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a young person seeks to establish this type of relationship professional judgement should be used in making a response and staff should be aware that such social contact could be misconstrued. There may be occasions when pupils do have personal information e.g. if you live locally or your children are in school – in these situations you are requested to be aware of potential problems and be mindful of your communications.

27.2 **Staff should never give their personal details such as home/mobile number, home or email address to pupils unless the need to do so has been agreed with the Leadership Team. Staff should not engage in text messaging and contact with pupils through social networking sites e.g. Facebook, Instagram, Twitter etc.**

27.3 Internal email systems should only be used in accordance with school policy e.g. for study and work related issues. The school mobile phone number should be given out for trips and out of school activities and used if it is necessary to contact individual pupils. This can be obtained from the Head teacher's office. If an activity needs more than one contact point and personal mobile numbers are required this must be agreed with the Head teacher in advance of the trip.

This means that adults should:

- Always approve any planned social contact with the Leadership Team e.g. when it is part of a reward scheme, pastoral care programme or 'leavers' activities, especially if this takes place out of school hours
- Advise the Leadership Team of any regular social contact they have with a pupil which may give rise to concern

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- Report and record any situation, which they feel, might compromise their own professional standing or the school
- Keep their personal information private at all times (where possible), ensuring that privacy settings on social networking sites are in place to prevent pupils accessing this information
- NEVER accept pupils or young people at school as their 'friends' as part of any social networking sites

## **28.0 PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH REQUIRE PHYSICAL CONTACT**

28.1 Some staff, for example PE, games, technology, drama or music staff, will on occasions have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. This should be done with the pupil's agreement.

28.2 This means that adults should:

- Consider alternatives where a pupil might misinterpret any contact
- Always explain to a pupil why the contact is necessary and what form the contact will take

## **29.0 SHOWERS AND CHANGING**

29.1 Young people are entitled to respect and privacy when changing clothes or taking a shower, however there must also be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. Staff must be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

29.2 This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour and where there are changing rooms, this can be done by announcing their intention of entering and avoid remaining in the room unless the pupil needs require it

This means that adults SHOULD NOT:

- Change in the same place as children
- Shower with children

## **30.0 SEXUAL CONTACT WITH YOUNG PEOPLE**

30.1 Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviours. They are additionally protected by specific legal provisions whether the child or young person consents or not.

30.2 This means that adults should:

- Not pursue sexual relationships with children and young people either in or out of school
- Avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, emails, phone calls, texts, social networking site communications, physical contact etc.

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30.3 The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts, it may also include non-contact activities such as causing children to engage in or watch sexual activity or the production of pornographic material.

30.4 There are occasions when adults embark on a course of behaviour as 'grooming' where the sole purpose is to gain the trust of a child and manipulate that relationship so sexual abuse can take place. Staff should be aware that giving special attention/favour to a child might be construed as being part of a grooming process, which is an offence.

### **31.0 PUPILS IN DISTRESS**

31.1 There may be times when a distressed pupil needs comfort and reassurance. This may include age appropriate physical contact. Staff should remain self-aware at all times to ensure that their contact is not subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice from the Leadership Team.

31.2 This means that adults should:

- Consider the way they offer comfort to a distressed pupil
- Always tell a colleague when and how they offered comfort to a distressed child
- Record any situations which may give rise to a concern or discuss this with a member of the Leadership Team
- Use the Keswick School Safeguarding Referral Form for any issues that need recording or need some follow up

### **32.0 ONE TO ONE SITUATIONS**

32.1 Staff working in one to one situations with children and young people may be more vulnerable to allegation. Teachers and other staff should recognise the possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met. If you work in one to one situation on a regular basis you should contact the Leadership Team to undertake a risk assessment of the activity. This should then be reviewed on a regular basis.

32.2 Pre-arranged meetings with pupils away from school premises should not be permitted unless approval is obtained from their parent and the Head teacher.

32.3 This means that adults should:

- Avoid meeting with pupils in remote or secluded areas of the school
- Ensure there is visual access and/or an open door in one to one situations
- Inform other staff of the meeting beforehand, assessing the need to have them present or nearby
- Avoid use of 'engaged' or equivalent signs wherever possible, such signs may create an opportunity for secrecy or the interpretation of secrecy
- Always report any situation where a child becomes distressed or angry to the relevant senior colleague

### **33.0 TRANSPORTING CHILDREN**

33.1 In certain situations e.g. out of school activities, staff or volunteers may agree to transport children. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that

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their behaviour is safe and that the transport arrangement and the vehicle meet all legal requirements.

33.2 This means that adults should:

- Plan and agree all arrangements with parties in advance
- Ensure that they are alone with the child for the minimum time possible
- Be aware that the safety and welfare of the child is their responsibility until this is passed safely over to a parent/carer
- Ensure their behaviour and all arrangements ensure vehicle, passenger and driver safety

#### **34.0 EDUCATIONAL VISITS AND AFTER SCHOOL CLUBS/ACTIVITIES**

34.1 Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after school activity. A more relaxed discipline or informal dress code may be acceptable; however staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

34.2 This means that adults should:

- Always have another adult present in out of school activities, where possible and unless otherwise agreed with the Leadership Team
- Undertake detailed and appropriate risk assessments
- Have parental consent to the activity
- Ensure that their behaviour remains professional at all times

34.3 Where out of school activities include overnight stays careful consideration needs to be given to sleeping arrangements. Staff should never sleep in the same room as pupils in their care. Parents, pupils and staff should be informed of these arrangements prior to the start of the trip.

34.4 Health and safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity. Staff must be aware of the following guidelines:

- DCSF A Good Practice Guide – Health and Safety of Pupils on Educational Visits (1998)
- DfE Health and Safety: advice on legal duties and powers (2014)

#### **35.0 CURRICULUM**

35.1 Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and are clearly related to the outcomes identified by the lesson plan or scheme or work. These plans should highlight particular areas of risk and sensitivity.

35.2 This means that adults should have:

- Clearly identified in advance any areas where this type of subject matter might arise
- Make sure they do not enter into any inappropriate or offensive discussion about sexual activity

35.3 The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Response to such situations and to questions can require careful consideration and staff must use their professional judgement to respond to these.

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35.4 Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction which is deemed appropriate under the science curriculum.

## 36.0 RESOURCES

36.1 Any resources that are used as part of a lesson or project must be of an appropriate nature i.e. not offensive in language, sexually explicit, dangerous to health or well-being, considered to be a weapon or any item which could cause bodily harm. There may be exceptions to the use of language e.g. in literary texts etc., however in these cases parents should be made aware of anything that could be considered to be inappropriate.

## 37.0 DRESS AND APPEARANCE

37.1 A person's dress and appearance are matters of personal choice and self-expression. However staff must consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life.

37.2 Staff should ensure that they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to inappropriate comments or attention, criticism or allegation.

37.3 This means that adults should wear clothing that:

- Promotes a positive and professional image
- Is appropriate to their role
- Is not likely to be viewed as offensive, revealing or sexually provocative
- Does not distract, cause embarrassment or give rise to misunderstanding
- Is absent of any political or otherwise contentious slogans
- Is not considered to be discriminatory
- Does not present as a risk to health and safety to themselves or the pupils

## 38.0 CARE, CONTROL AND PHYSICAL INTERVENTION

38.1 The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard for health and safety of themselves and others.

38.2 This means that schools should:

- Regularly acquaint staff with relevant school policy and DCSF Guidance
- Ensure that staff are provided with appropriate training in line with Children's Services Guidelines.

38.3 This means that staff should:

- Adhere to the school's Positive Physical Intervention Policy
- Always seek to defuse situations
- Always use minimum force for the shortest period necessary.

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- 38.4 Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.
- 38.5 In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

### **39.0 FIRST AID AND ADMINISTRATION OF MEDICATION**

39.1 All schools must have trained first aiders/appointed person. Teachers may volunteer to undertake this task but it is not a contractual requirement. Staff should receive appropriate training before administering first aid or medication. An Individual Health Care Plan must be drawn up with the school nurse and parents/guardians of students in cases where medication has to be administered in school time. All Individual Health Care Plans will be updated at the appropriate time.

39.2 This means that staff should:

- Adhere to the school supporting pupils with medical conditions policy (Ref KS/PP&PW/048) and First Aid Policy (Ref KS/PP&PW/010)
- Make other staff aware of the task being undertaken
- Explain to the child what is happening

39.3 If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity.

39.4 When administering first aid, whenever possible, staff should ensure that another adult is present or aware of the action being taken. Parents should always be informed when first aid has been administered.

### **40.0 INTIMATE CARE**

40.1 All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). An individual health care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

40.2 Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

40.3 Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs agreements between the child, their parents/carers and the organisation must be negotiated, agreed and recorded. In addition the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

### **41.0 STAFF TAKING MEDICATION/OTHER SUBSTANCES**

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

**42.0 WORKING WITH OTHER AGENCIES**

- 42.1 The School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents) as appropriate. Information on the Early Help/ Assessment process is available via the Cumbria SCB website.
- 42.2 Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.
- 42.3 The School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, and Early Help/ Team around the Family or Team around the Child meetings.
- 42.4 We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities offering support and assistance from external agencies where required.
- 42.5 The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

**43.0 PARTNERSHIP WITH PARENTS**

- 43.1 The school shares a purpose with parents to educate, keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.
- 43.2 We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.
- 43.3 The school will, in most circumstances, endeavour to discuss all concerns about their children with parents. There may, however, be exceptional circumstances when the school will discuss concerns with Children's Social Care and/or the Police without parental knowledge. The school will, of course,

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always aim to maintain a positive relationship with all parents. This Child Protection Policy and procedures is available on request and is on the school website.

#### 44.0 COMPLAINTS

44.1 The school has a **Complaints Procedure** available to parents, pupils and staff who wish to report concerns. This is published on the school website.

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

#### 45.0 THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

45.1 Where services or activities are provided separately by another body using the school premises, the Head teacher and Governing Body will seek assurance that the organisation concerned has appropriate Policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers.

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

45.7 If assurance is not achieved, an application to use premises may be refused. See **School Lettings Policy** for further information.

#### 46.0 MONITORING AND REVIEW

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

#### 47.0 Child protection during pandemics

During periods of uncertainty such as that experienced during the Covid-19 pandemic, it is particularly important to safeguarding children who may be at an increased risk of abuse, harm and exploitation from a range of sources. The procedures which follow this Policy statement will be adhered to at all times, but we recognise that amendments or additions may be required in order to support those directly affected by a pandemic. All children are vulnerable, but some may be especially so during periods where they or their households are self-isolating. It is equally important to safeguard families, with parents facing significant pressures to continue to protect and promote the welfare of their children. These parents may already be struggling and so with additional pressure the likelihood of harm or significant harm may increase. In all known or emerging child protection cases, staff (particularly those with safeguarding responsibilities) will be mindful of the affects a pandemic may have on families and children.

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Additional issues which may need consideration or action include:

**Poverty** - where families are unable to meet the basic needs of children, this can, in some cases, lead to an increased likelihood of abuse, neglect and harm.

**Reduced access to support networks** – resulting in children who are abused and harmed being unseen and unheard.

**Accommodation** - Vulnerable children and families can often face challenges with their accommodation. They may have temporary accommodation or a lack of space which is exacerbated by the fact that the whole family may be self-isolating, unable to leave the family home for exercise and social contact, which can lead to an increase in abuse and neglect

**Domestic abuse** – A pandemic situation can disrupt routines and behaviours, both positively and negatively and it is important to be aware of how the tension can escalate to violence and abusive behaviours between families, parents and children.

**Substance abuse** - Unhealthy coping mechanisms can involve a reliance on substances that provide relief and escapism by adults and children alike. Substances alter the behaviour of parents and create a lack of safety for children and young people. It is important to understand how families manage the stresses faced during a pandemic - with associated worries around employment, finances and health.

**Neglect** – Self or household isolation can place children at a greater risk of neglect. This is compounded by the increased economic challenges and poverty that families may be facing, and by the increased exposure of children to neglectful environments.

**Children with additional needs** - Children and young people with additional needs and disabilities are more likely to be abused or neglected than non-disabled children, and less likely to disclose harm due to communication and other difficulties. With localised outbreaks that affect the opening of schools or require self-isolation, families may find increased time at home and additional caring responsibilities, a strain.

We will consider how to seek the voice of the child during these times, and whether online or telephone contact is enough to ensure their wellbeing and safety. This is especially important where communication difficulties make these means less effective.

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## Listening to Children

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

Working Together to Safeguard Children (March 2015) describes what children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop and on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views

Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. School will seek to demonstrate to children that it provides them with a safe environment where it is okay to talk.

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

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

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

Staff or other adults will **NEVER:**

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

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- ask a child to sign a written copy of the disclosure.

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

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## Every Child Matters Framework

### Outcomes

Be Healthy	Stay Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well Being
<ol style="list-style-type: none"> <li>1. Physically healthy.</li> <li>2. Mentally and emotionally healthy.</li> <li>3. Healthy Lifestyles.</li> <li>4. Choose not to take illegal drugs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Safe from maltreatment, neglect, violence and sexual exploitation.</li> <li>2. Safe from accidental injury and death.</li> <li>3. Safe from bullying and discrimination.</li> <li>4. Safe from crime and anti-social behaviour in and out of school.</li> <li>5. Have security, stability and are cared for.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ready for school.</li> <li>2. Attend and enjoy school.</li> <li>3. Achieve educational standards at Secondary School.</li> <li>4. Achieve development and enjoy recreations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in Decision making and support the community and environment.</li> <li>2. Engage in law abiding and positive behaviours in and out of school.</li> <li>3. Develop self-confidence and successfully deal with significant life changes and challenges.</li> <li>4. Develop enterprising behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in further education, employment or training on leaving school.</li> <li>2. Ready for employment.</li> <li>3. Live in decent homes and sustainable communities.</li> <li>4. Access to transport and material goods.</li> <li>5. Live in households free from low income.</li> </ol>
<b>Support</b>				
Parents, carers and families promote healthy choices.	Parents, carers and families provide safe homes and stability.	Parents, carers and families support learning.	Parents, carers and families promote positive behaviour.	Parents, carers and families are supported to be economically active.

### Framework

Schools do not operate in isolation. The welfare of children is a 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 exclusion (Local Safeguarding Children Boards)

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## What is CSCP (Cumbria Safeguarding Children Partnership), what are its functions and who attends?

<b>Director of Children's Services</b>		
Local Authorities NHS Bodies Cumbria Constabulary Cumbria Fire Service Safer & Stronger Communities	Connexions CAFCASS Sure Start NSPCC/Barnardo's Voluntary Sector District/Borough Councils Church Faith Groups	Children's Services Primary/Secondary Heads Independent Schools Cumbria Probation/Youth Offending Team Prison Safeguarding Adult Partnership

The Director of Children's Services represents the LA on these committees. There is also a lead council member, who will have the responsibility of promoting the importance of safeguarding and the well-being of children.

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## THE ROLE OF CHILDREN'S SERVICES

### Strategic:

- Planning, coordinating delivery of services, allocating resources and working in partnership with other agencies.
- Monitor the compliance of schools with the guidance and bring deficiencies to the attention of the Governing Body.

### Support:

- Ensuring schools are aware of their responsibilities for Safeguarding
- Monitoring their performance
- Making available appropriate training to LA & School Staff and Governors.
- Provide advice and support to school and LA Staff.
- Provide "model" policies and procedures on all aspects of Safeguarding, including the vetting of new staff and volunteers and procedures for dealing with allegations against staff and volunteers.

### Operational:

- Prevent unsuitable staff from working with children by training staff in strict recruitment procedures.
- Take responsibilities for safeguarding children who are excluded from school, who are without a school place, who are attending the Pupil Referral Unit (PRU/ Learning Centre), or who are being educated by the LA Home Tutor Service.

**NB:** Children who are educated at home or who are employed are multi agency responsibilities in accordance with the principles set out in "Working Together"

### The Children's Services Early Help assessment form

This form should be used when we consider that a child has needs which cannot be met solely by our services or resources within the school and where following an assessment of the situation we believe co-ordinated intervention is required to promote, safeguard and protect the welfare of the child.

In these circumstances we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Early Help assessment referral form.

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## Relevant Legislation, Government and Cumbria SCP Advice

The following statutory and non-statutory guidance was referenced in formulating this Child Protection Policy and procedures:

- DfE Working Together to Safeguard Children, July 2018 (Rev Feb 2019)
- DfE Keeping Children Safe in Education, **September 2022**
- DfE What to do if you're worried a child is being abused – Advice for Practitioners, March 2015
- DfE Governance handbook (Academy trusts and maintained schools), October 2020
- DfE Statutory Framework for Early Years Foundation Stage, **September 2021**
- DfE Sexual Violence & Sexual Harassment between Children in Schools & Colleges, **September 2021**
- DfE Behaviour and Discipline in Schools – Guidance for Governing Bodies, July 2013
- DfE Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016
- DfE Child sexual exploitation: guide for practitioners, February 2017
- DfE Use of Reasonable Force – Advice for Head teachers, staff and governing bodies, July 2013
- DfE Preventing and Tackling Bullying - Advice for Head teachers, staff and governing bodies, July 2017
- DfE The Prevent Duty – Departmental advice for schools and childcare providers, June 2015
- DfE Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools, November 2014
- DfE Counselling in Schools: a Blueprint for the Future, February 2016
- DfE Relationships and sex education (RSE) and health education, June 2019
- DfE Teacher Standards 2011, updated 2013
- DfE Teaching Online Safety in Schools, June 2019
- DfE Safeguarding and remote education at home during Covid-19, **March 2021**
- DfE Mental Health and Behaviour in Schools, November 2018
- DfE The designated teacher for looked-after and previously looked-after children, February 2018
- DfE Supporting Pupils with Medical Conditions, December 2015
- DfE Controlling access to school premises, November 2018
- DfE Disqualification under the Childcare Act 2006 - Statutory guidance for local authorities, maintained schools, academies and free schools, 2018
- Home Office Preventing youth violence and gang involvement, August 2013
- Home Office Criminal exploitation of children and vulnerable adults: county lines, September 2018
- HM Government Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018
- Home Office Revised *Prevent* Duty Guidance: for England and Wales – Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism, Rev April 2019
- HM Government Multi agency statutory guidance on female genital mutilation, Rev July 2020
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings / Code of Conduct for Staff, May 2019
- Ofsted's Inspecting safeguarding in early years, education and skills settings, September 2019
- Public Health England (PHE) Promoting children and young people's emotional health and wellbeing: A whole school and college approach, **February 2021**
- Cumbria Safeguarding Children Partnership (CSCP) [www.cumbriasafeguardingchildren.co.uk](http://www.cumbriasafeguardingchildren.co.uk)
- Cumbria Multi-agency Thresholds Guidance – September 2016
- Cumbria SCP Practice Guidance - Fabricated and Induced Illness
- Cumbria SCP Practice Guidance – Children Missing from Care, Home or Education
- Cumbria SCP Practice Guidance – Child with a Disability or Complex Health Needs
- Cumbria SCP Core Procedures – Allegations against Staff or Volunteers
- Cumbria SCP Core Procedures – Trafficked Children
- Cumbria SCP Core Procedures – Domestic Violence and Abuse
- UK Council for Internet Safety (UKCIS) Online safety in schools and colleges: Questions from the Governing Board, June 2020
- UK Council for Internet Safety (UKCIS) - Sharing nudes and semi-nudes - Advice for education settings working with children and young people (including responding to an incident) – December 2020
- National Institute for Health and Care Excellence (NICE) guidelines (NG76) – Child abuse and neglect, October 2017
- National Police Chiefs Council (NPCC) When to call the police – Guidance for schools and colleges – Jan 2020

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## Initial Consideration by the Case Manager and DO (LADO) – Allegations Against Staff

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

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

If agreement is reached that the criteria for action by the Police or Children’s Services has been established, the DO will contact Children’s Social Care to ensure a formal ‘strategy meeting’ is set up involving Children’s Services Social Care and the Police. If only the last criterion is met the DO will provide advice to the Case Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the school’s procedures for discipline and conduct.

### Suspension

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

### Subsequent Actions

The detailed procedures that need to be followed after this initial consideration are available on the Cumbria SCB website. The Case Manager is expected to keep the DO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the school’s disciplinary process (see above).

Referrals must also made to the Disclosure and Barring Service (DBS) when concerns are raised that a person has caused harm or poses a future risk of harm to children/vulnerable adults – See Section 22 for further details. ***If a member of staff or a volunteer is removed or dismissed because they have harmed a child or vulnerable adult, or the school would have done so if the individual not left, the Disclosure and Barring Service must be informed*** [Click here to find out how to refer to the DBS](#)

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

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## RECOGNISING TYPES OF ABUSE AND NEGLECT AND SIGNIFICANT HARM

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

This includes where there are concerns about maltreatment, including all forms of abuse and neglect, or other so-called honour-based abuse (including Female Genital Mutilation and Forced Marriage), and extra-familial threats like radicalisation and sexual exploitation.

All staff should consider whether children are at risk of abuse or exploitation.

All school staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their DSL or deputy.

### Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

### Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

### Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual

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activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. We have separate procedures for peer on peer abuse.

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **SPECIFIC SAFEGUARDING ISSUES**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on <https://learning.nspcc.org.uk/>.

All staff have an awareness of specific safeguarding issues – some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

The Cumbria SCP Procedures Manual provides specific guidance on a range of safeguarding issues which settings may have to address. [Click here to access](#)

The DfE statutory guidance 'Keeping Children Safe in Education' provides additional information on the following:

**Child Sexual Exploitation (CSE)** – Refer to Appendix 8

**Sexting** – Refer to Appendix 13

**Honour based violence (HBV)** – Refer to Appendix 9, 11 and 12.

**Preventing Radicalisation** – Refer to Appendix 14

**Children Missing from Education** – Refer to Appendix 15

**Child Criminal Exploitation (County Lines)** - refer to Appendix 19

**Domestic Abuse** – refer to Appendix 20

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## Signs and Symptoms to be aware of in relation to Child Sexual Exploitation (CSE)

### WHAT IS CHILD SEXUAL EXPLOITATION?

Child sexual exploitation is a serious issue that affects thousands of young people throughout the UK. It can be hard to identify as it is often mistaken for rebellious or challenging behaviour displayed by young people. As a professional working with young people, you could have an important role to play in protecting children from exploitation – helping to cut them free from this horrific form of child abuse.

Child sexual exploitation is the abuse of children and young people up to the age of 18, particularly where the young person is being manipulated, coerced or forced into engaging in sexual activity. As a form of manipulation and control, the young person may receive gifts, affection, drugs, alcohol or attention from their abuser. Commonly, the young person may believe they are in a loving, consensual relationship, when in fact they are being exploited.

There are a variety of different forms of child sexual exploitation. These include:

- internet exploitation
- exploitation at party houses
- abuse through prostitution, involving third party gain
- other abuse through prostitution
- inappropriate/sexually exploitative relationships
- child abuse images
- internal trafficking for sexual exploitation

### HOW DO I KNOW IF A CHILD OR YOUNG PERSON IS BEING EXPLOITED?

It can be difficult to identify, but here are some common warning signs:

- Going missing frequently or regularly missing school or college
- Having unexplained or unaffordable new items in their possession e.g. money, clothes, mobile phone
- Reducing their contact with family and friends
- Having significantly older boyfriends, girlfriends or friendship groups
- Displaying inappropriate sexualised behaviour
- Drug or alcohol misuse
- Emotional distress, mood swings or secrecy
- Agitated/stressed prior to leaving home/care
- Returning distraught/dishevelled or under the influence of substances
- Requesting the morning after pill upon return
- Receiving lots of texts/phone calls prior to leaving
- Physical symptoms or infections e.g. bruising, bite marks, sexually transmitted infections
- Entering or leaving cars driven by unknown adults or by taxis
- Leaving home/care without permission
- Low self-esteem
- Change in personal hygiene (greater attention or less)
- Self-harm

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## Signs and Symptoms to be aware of in relation to Female Genital Mutilation (FGM)

### Definition of FGM:

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.” (World Health Organisation - 1997)

- FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.
- FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.
- FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.
- FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

### Names for FGM

FGM is known by a number of names, including:

- ‘female genital cutting’, ‘circumcision’ or ‘initiation’. The term ‘female circumcision’ is unfortunate because it is anatomically incorrect and gives a misleading analogy to male circumcision.
- The names ‘FGM’ or ‘cut’ are increasingly used at the community level, although they are still not always understood by individuals in practising communities, largely because they are English terms.

The UK Government has written advice and guidance on FGM that states:

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

Bassenthwaite School has decided to take proactive action to protect and prevent our girls being forced to undertake FGM. The Head teacher and Governors do this in 4 ways:

- A robust attendance policy that does not authorise holidays, extended or otherwise.
- FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
- FGM discussions by Child Protection lead with parents of children from practising communities who are at risk.
- Comprehensive Personal Development and Relationship and Sex Education delivered to KS4 children with a discussion about FGM, where appropriate, and assemblies and work with KS3 pupils on raising awareness of FGM issues.

**In order to protect our children it is important that key information is known by all of the school community.**

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### Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

### Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

**If we have concerns that children in our school community are at risk or victims of Female Genital Mutilation then we may ask children to tell us about their holiday. Sensitive and informally ask the family about their planned extended holiday ask questions like:**

- Who is going on the holiday with the child?
- How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

### If you suspect that a child is a victim of FGM you may ask the child:

- Your family is originally from a country where girls or women are circumcised – Do you think you have gone through this?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?
- Would you like support in contacting other agencies for support, help or advice?

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## Private Fostering

A private fostering arrangement is essentially one that is made without the involvement of a Local Authority for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative for 28 days or more. Privately fostered children are a diverse and sometimes vulnerable group which includes:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum-seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short-term arrangements with friends or other non-relatives;
- Children who stay with another family whilst their parents are in hospital, prison or serving overseas in the armed forces;
- Language students living with host families

Under the Children Act 1989, private foster carers and those with Parental Responsibility are required to notify the local authority of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

Teachers, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the arrangement has been or will be notified.

It is the duty of every local authority to satisfy itself that the welfare of the children who are privately fostered within their area is being satisfactorily safeguarded and promoted. The local authority must also arrange to visit privately fostered children at regular intervals. All arrangements and regulations in relation to Private Fostering are set out in the Children (Private Arrangements for Fostering) Regulations 2005. Children should be given the contact details of the social worker who will be visiting them while they are being privately fostered.

### Identifying Potential Risks and Action

Children living away from home are particularly vulnerable to being abused by adults and peers. Limited and sometimes controlled contact with family and carers may affect a child's ability to disclose what is happening to them. Given that many young people live away from home because of concerns about their home conditions, it is particularly important that their welfare is protected when they are being cared for by another agency or institution.

Bassenthwaite School will ensure that:

- Children feel valued and respected and their self-esteem is promoted;
- There is an openness on the part of the institution to the external world and to external scrutiny, including contact with families and the wider community

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- Staff and foster carers are trained in all aspects of safeguarding children, are alert to children’s vulnerabilities and risks of harm, and knowledgeable about how to implement safeguarding children procedures
- Children are listened to, and their views and concerns responded to
- Children have ready access to a trusted adult outside the institution, e.g. a family member, social worker, independent visitor or children’s advocate. Children should be made aware of independent advocacy services, external mentors and Child Line
- Staff/carers recognise the importance of ascertaining the wishes and feelings of children and understand how individual children communicate by verbal or non-verbal means
- Complaints procedures are clear, effective, and user–friendly and are readily accessible to children and young people including those with disabilities and those for whom English is not their preferred language
- Bullying is effectively countered
- Recruitment and selection procedures are rigorous and create a high threshold of entry to deter abusers and there is effective supervision and support that extends to temporary staff and volunteers
- Contracted staff are effectively checked and supervised when on site or in contact with children
- Clear procedures and support systems are in place for dealing with expressions of concern by staff and carers about other staff or carers (a Whistle-blowing Policy)
- There is respect for diversity, and sensitivity to race, culture, religion, gender, sexuality and disability
- Staff and carers are alert to the risks of harm to children in the external environment from people prepared to exploit the additional vulnerability of children living away from home

The above are in-line with other aspects of the Bassenthwaite School Child Protection and Safeguarding Policy

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## Children Affected by Honour Based Abuse

### Definition

Honour based abuse is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code. It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

### What are the Risks?

Young victims may find themselves in an abusive and dangerous situation against their will with no power to seek help. The usual avenues for seeking help - through parents or other family members may be unavailable. Honour based violence manifests itself in a diverse range of ways with children and young people, including Forced Marriage, rape, physical assaults, kidnap, threats of violence (including murder), Female Genital Mutilation or witnessing violence directed towards a sibling or indeed another family member.

In addition to the physical risks, a child may also suffer significant emotional harm through the threat of violence or witnessing this directed at a sibling or other family member.

Shame and therefore the risk to a victim may persist long after the incident that brought about dishonour occurred. This means the victim's partner (if not approved of), children, associates or their siblings may be at serious risk of Significant Harm.

Practitioners should be aware that a child could be the victim of violence/abuse in the name of honour for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of honour include:

- Inappropriate make-up or dress
- The existence of a boyfriend
- Rejecting a forced marriage
- Pregnancy outside of marriage
- Being a victim of rape
- Perceptions that the victim is gay/lesbian
- Inter-faith relationships (or same faith, but different ethnicity)
- Leaving a spouse or seeking divorce
- Intimate behaviour in a public place such as kissing

### What to Look for – General Indicators

It is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

There may be evidence of domestic abuse, self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home.

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## Protection and Action to be Taken

Any suspicion or disclosure of violence or abuse against a child in the name of honour should be treated equally seriously as any other suspicion or disclosure of significant harm against a child. However, there are significant differences in the immediate response required. Bearing in mind the specific practice issues set out, where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made the Referrals Procedure should be followed.

In cases of violence in the name of honour and of forced marriage, it is essential to consider other siblings in the family that may be experiencing, or at risk of, the same abuse.

Accurate record keeping in all cases of violence/abuse in the name of honour is important. Records should:

- Be accurate, detailed, clear and include the date
- Use the person's own words in quotation marks
- Document any injuries - include photographs, body maps or pictures of their injuries
- Only be available to those directly involved in the person's case.

Practitioners must take care that information which increases the risk to the child is not inadvertently shared with family members.

### What are the Key Issues?

The 'One Chance Rule'

All practitioners working with victims of honour based violence need to be aware of the 'one chance' rule. That is, they may only have one chance to speak to a potential victim and thus they may only have one chance to save a life. This means that all practitioners working within statutory agencies need to be aware of their responsibilities and obligations when they come across these cases. If the victim is allowed to walk out of the door without support being offered, that one chance might be wasted.

Some families go to considerable lengths to find their children who run away, and young people who leave home are at risk of significant harm if they are returned to their family. They may be reported as missing by their families, but no mention is made of the reason. It is important that practitioners explore the underlying reasons before any decisions are made.

### Monitoring

The Designated Lead for Safeguarding and Child Protection will monitor and report on incidences of Honour Based Violence to SLT and the Governing body.

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## Children Affected by Forced Marriage

### Definition

There is a clear difference between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the young people.

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is likely to suffer Significant Harm through physical, sexual or emotional abuse.

With effect from 16th June 2014 it is a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

From the same date it is also a criminal offence to breach a Forced Marriage Protection Order. (Anti-Social Behaviour, Crime and Policing Act 2014, s120 - 121)

### What are the Risks?

Forced marriage can have a negative impact on a child's health and development, and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

One serious consequence of forced marriage is the increased likelihood of domestic violence and abuse and sexual abuse. Anyone forced into marriage faces an increased risk of rape and sexual abuse as they may not wish to consent, or may not be the legal age to consent to a sexual relationship. This in turn may result in unwanted pregnancies or enforced abortions.

The risks of emotional abuse through being stigmatised by family and wider community are also present; these in turn may lead to serious consequences for the individual in terms of their mental health or self-harming behaviour.

Children are also deprived of the normal range of opportunities and experiences available to their peers when they are pressurised into marriage against their will.

### What to Look For – General Indicators

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Warning signs that a child or young person may be at risk of forced marriage or may have been forced to marry may include:

- History of siblings leaving education early to marry
- Extended absences from school/college, truancy, drop in performance, low motivation, excessive parental restriction and control of movements
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad
- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education
- A child being in conflict with their parents
- A child going missing/running away
- A child always being accompanied including to school and doctors' appointments
- A child directly disclosing that s/he are worried s/he will be forced to marry

## Protection and Action to be Taken

Where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made the Referrals Procedure must be followed.

Involving families in cases of forced marriage is dangerous:

- It may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help
- Involving the family includes visiting the family to ask them whether they are intending to force their child to marry or writing a letter to the family requesting a meeting about their child's allegation that they are being forced to marry
- Relatives, friends, community leaders and neighbours should not be used as interpreters - despite any reassurances from this known person

All professionals working with victims of forced marriage need to be aware there may be only one chance to speak to a victim. If the victim is allowed to leave without the offer of support, the one chance to intervene may be lost.

The risk of significant harm may be increased if it becomes known that the young person has sought assistance. If forced marriage seems to be an issue:

- Do not notify the young person's family (or other members of their community) that you intend to refer the matter to the police or children's social care
- Do not attempt to mediate

Professionals should always consider the need for immediate protection, as disclosure of the forced marriage may be the direct consequence of the impending event. Children's social care will liaise with the police to ensure the safety of the victim and any other family members.

## Legal Position

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Anyone threatened with forced marriage or forced to marry against their will can apply for Forced Marriage Protection Order. Third parties, such as relatives, friends, voluntary workers and police officers, can also apply for a protection order with the leave of the court.

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence, with effect from 16 June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Breaching a Forced Marriage Protection Order is also now a criminal offence. The civil remedy of obtaining a Forced Marriage Protection Order through the family courts, as set out above, continues to exist alongside the criminal offence, so victims can choose how they wish to be assisted.

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison.

## **MONITORING**

The Designated Lead for Safeguarding and Child Protection will monitor and report on incidences of Forced Marriage to SLT and the Governing body.

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## Sexting

**Sexting** – All incidents involving youth produced sexual imagery (sexting) will be responded to in line with this Policy and procedures which includes advice on sexual violence and sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be stand- alone or part of a broader pattern of abuse) between children.

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving pupils in this school and sexting will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour. Further and more specific advice is contained within the document ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’ (UK Council for Internet Safety – [click here to access](#))

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. When an incident involving sexting comes to a school’s attention the school will follow the guidance as set out in the UKCIS publication outlined above.

**Serious Violence** – All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Further advice on this issue is provided in the Home Office document ‘[Preventing youth violence and gang involvement](#)’.

When an incident involving sexting comes to a school’s attention the following steps will be taken:

### STEP 1: Disclosure by a child

Sexting disclosures will follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they don’t know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to the Safeguarding Hub. In all cases, the DSL will be informed as soon as possible.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?

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- Does the child know where the image has ended up?

**STEP 2: Searching a device – what are the rules?**

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. The device will not be searched if this will cause additional stress to the child whose image has been distributed. Where a decision is taken to search the device, the following conditions will apply:

- The search will be conducted by the Head teacher or a person authorised by them. No other member of staff will search a device
- The DSL or a deputy will be present
- The search will be conducted by a member of the same sex
- A record will be kept of the incident

We will never:

- search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the young person UNLESS there is clear evidence to suggest that there is an immediate problem
- print out any material for evidence
- move any material from one storage device to another

If there is an indecent image of a child on a website or social networking site, the image will be reported to the site hosting it. In this event, we will follow the reporting procedures on the respective website.

**STEP 3 - What we will or will not do with the image.**

If the image has been shared across a personal mobile device, we will confiscate and secure the device(s).

We will never:

- view the image unless there is a clear reason to do so (see above)
- send, share, copy or save the image anywhere
- allow children to do any of the above

If the image has been shared across a school network, a website or a social network we will block the network to all users and isolate the image.

**STEP 4 - Who will deal with the incident?**

Whoever the initial disclosure is made to will inform the DSL or deputy DSL as soon as possible. The DSL will record the incident using the school’s Concern Record Form. There may be instances where the image needs to be viewed and this will be done in accordance with the information outlined above. Acting in the **best interests** of the child will always come first.

**STEP 5 - Deciding on a response**

There may be a multitude of reasons why a child has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion. It is important to remember that it won’t always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school, we will ensure that incidents are consistently recorded. It may also be necessary to assist the child in removing the image from a website or elsewhere.

We will always:

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- store the device securely;
- carry out a risk assessment in relation to the child;
- inform the parents about the incident and how it is being managed unless there is good reason to believe that involving parents would put the child at risk of harm;
- contact the police (if appropriate);
- put the necessary safeguards in place for the child, e.g. they may need counselling support or immediate protection.

**STEP 6 - Contacting other agencies (making a referral)**

If the nature of the incident is high-risk, consideration will be given to contacting and/or making a referral to the Cumbria Safeguarding Hub. Depending on the nature of the incident and the response, we may also consider contacting the Police or referring the incident to CEOP. [www.ceop.police.uk](http://www.ceop.police.uk)

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## Preventing Radicalisation

Protecting children from the risks of radicalisation, extremism and terrorism is seen as part of this school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. From July 2015, schools are under a statutory duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk Assessment – we will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation.
- Working in Partnership – we will ensure that our procedures take into account the policies and procedures of Cumbria SCP.
- Staff training – we will ensure that staff have access to Prevent awareness training in order to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- Online Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Further information on this is set out in the Online Safety Policy.

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

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

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**Children missing from home, care or education** – A child going missing from home, care or education can act as a vital warning sign of a range of safeguarding possibilities including abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. The School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in future. These procedures are shared with all staff and other relevant adults, and new starters on Induction. We follow and adhere to Cumbria SCP guidance and procedures on [Children Missing from Home, Care or Education](#).

School staff are aware of the schools unauthorised absence and children missing from education procedures.

In line with current best practice, we will request from parents at least 2 emergency contacts for each pupil which will allow us to contact a responsible adult in the event of a child missing education.

It is our responsibility to inform the Local Authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

**Homelessness** – Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Cumbria County Council have a list of [contacts for local district council housing support](#).

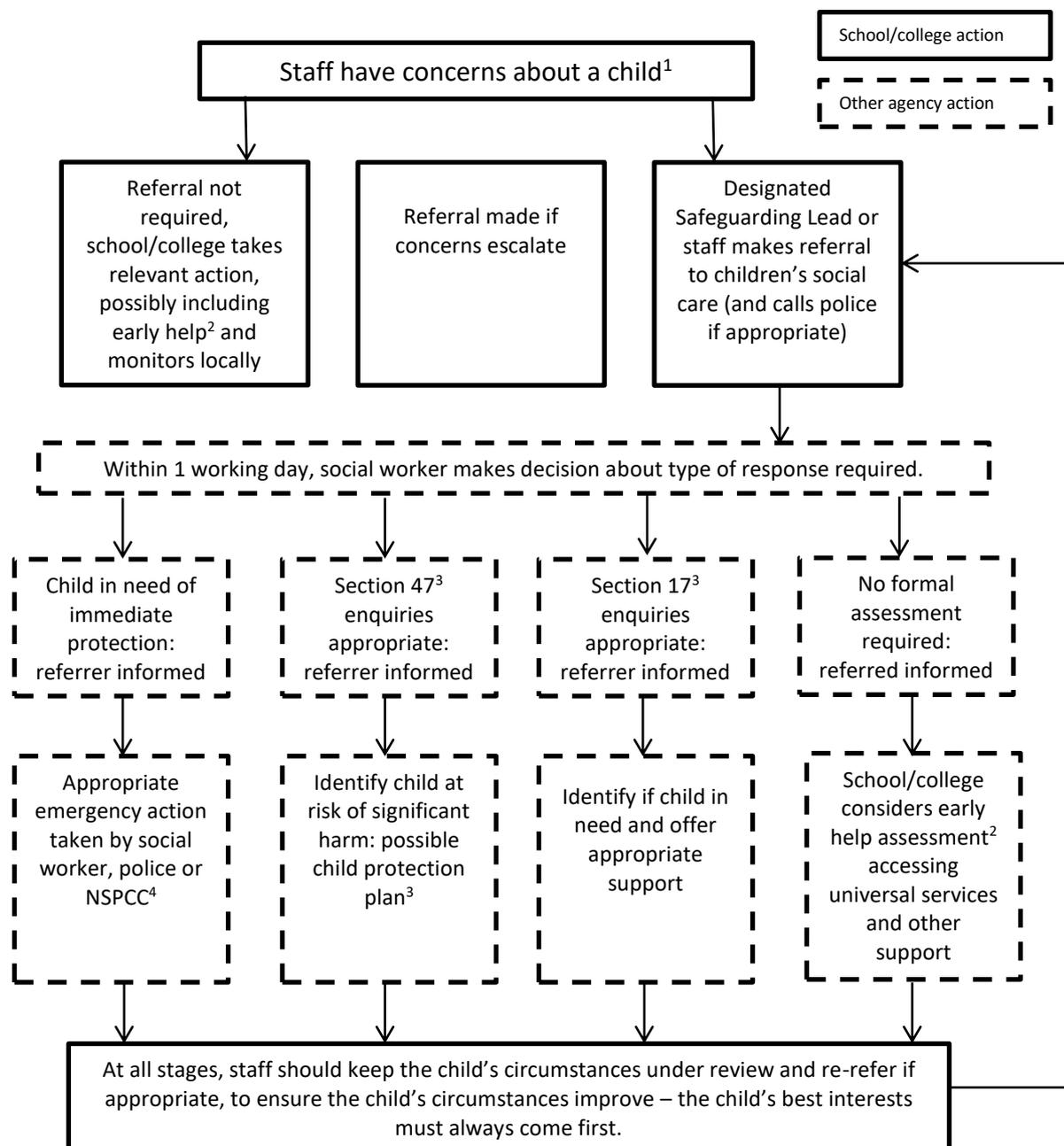
**Other issues covered by Annex A – Keeping Children Safe in Education 2020** – in addition to issues outlined above, Annex A of Keeping Children Safe in Education also includes further detail on the following:

- Children and the court system
- Children with family members in prison

**Upskirting** – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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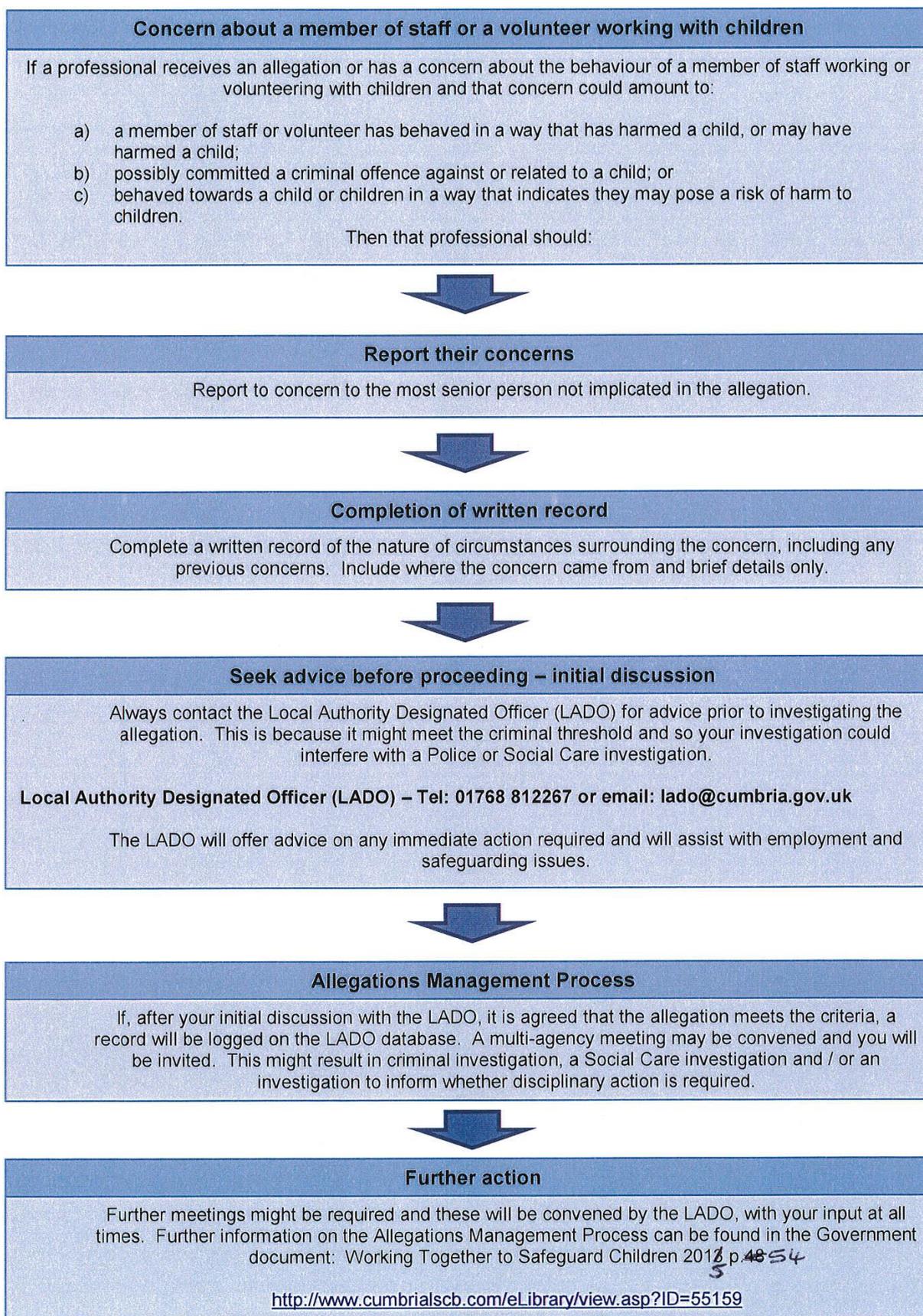
## Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, please refer to school Child Protection Policy and procedures.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of 'Working together to safeguard children' provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of 'Working together to safeguard children'.
4. This could include applying for an Emergency Protection Order (EPO).

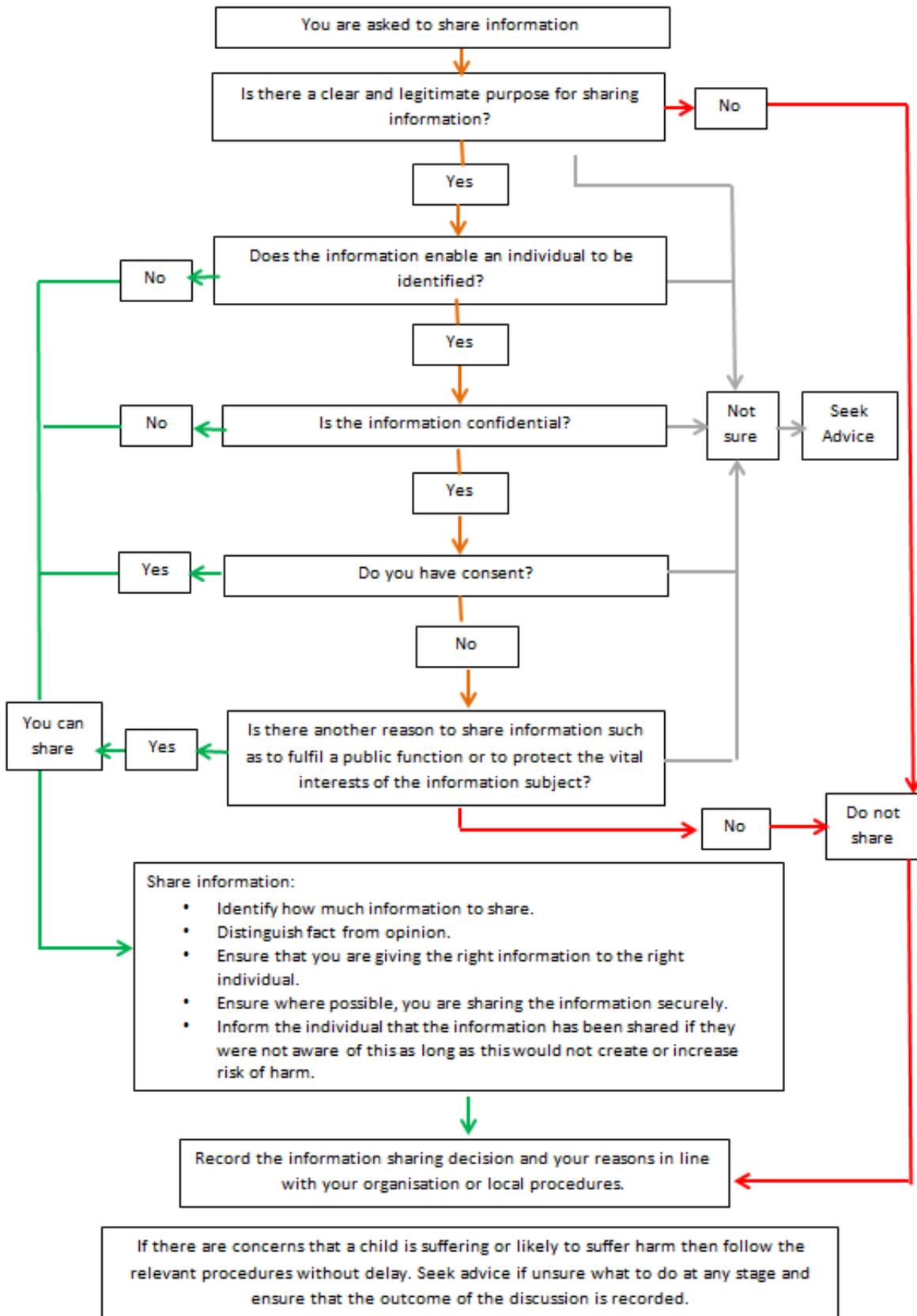
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## Cumbria SCB – Summary of Allegations Management Procedures



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## FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



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**Child Criminal Exploitation including county lines** – Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs. Children are often recruited to move drugs and money between locations and can easily become trapped by this type of exploitation as gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Where the potential victim is under 18, a [National Referral Mechanism](#) (NRM) referral should be considered. This is usually undertaken by the Police or Local Authority. Child victims do not have to consent to be referred into the NRM and a safeguarding referral should also be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve the use of coercion, intimidation and weapons to ensure compliance of victims.
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further advice on this issue may be found in the Home Office document '[Criminal exploitation of children and vulnerable adults: county lines](#)'.

**Mental Health** – All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. In such cases, only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where staff have a mental health concern, they have been advised to speak to the DSL or deputy immediately.

**Domestic abuse** - Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical

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- sexual
- economic (access to basic resources like food and clothing)
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. When identifying children who are or may be affected by domestic abuse/violence, we take account of the [Domestic Abuse](#) advice provided by Cumbria SCP.

Our school has signed up to Operation Encompass and will be informed by the Police if there has been a call out linked to domestic abuse/violence involving any of our pupils.

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