



The Peterborough School

Safeguarding and Child Protection Policy

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	Chair of Governing Body (Policy owner at Governing Body level)
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Key school contacts

<p>Designated Safeguarding Lead (DSL) (including EYFS provision) Mr. Mark Pryor, Head of Pastoral</p>	<p>Email: m.pryor@tpsch.co.uk Telephone: 01733 343357</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Mr. Ross Cameron, Deputy Headmaster</p>	<p>Email: r.cameron@tpsch.co.uk Telephone: 01733 343357</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Mr. Adrian Meadows, Headmaster</p>	<p>Email: headmaster@tpsch.co.uk Telephone: 01733 343357</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Mrs Michelle Lay, School Counsellor</p>	<p>Email: m.lay@tpsch.co.uk Telephone: 01733 355357</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Mrs Helen Brookes, Head of Key Stage 3</p>	<p>Email: h.brookes@tpsch.co.uk Telephone: 01733 355357</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Miss Seana Cummings, Head of Key Stage 4</p>	<p>Email: s.cummings@tpsch.co.uk Telephone: 01733 355357</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Mrs Sarah Sharman, Head of Sixth Form (from 3rd October 2025)</p>	<p>Email: s.sharman@tpsch.co.uk Telephone: 01733 355357</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Ms. Emma Auston, Nursery Manager</p>	<p>Email: e.auston@tpsch.co.uk Telephone: 01733 355747</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Mrs Rebekah Robb, Deputy Nursery Manager</p>	<p>Email: r.robbs@tpsch.co.uk Telephone: 01733 355747</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Mrs Jodie Maile, Deputy Nursery Manager</p>	<p>Email: j.maile@tpsch.co.uk Telephone: 01733 355747</p>
<p>Deputy Designated Safeguarding Lead (DDSL) Miss Soairse Hills, Nursery 3rd in Charge</p>	<p>Email: s.hills@tpsch.co.uk Telephone: 01733 355747</p>

Chair of Governors Mr. Ken Craig	Email: k.craig@tps.ch.co.uk Telephone: 01733 343357
Nominated Safeguarding Governor Mrs. Katie Hart	Email: k.hart@tps.ch.co.uk Telephone: 01733 343357
Contact details of the Senior Leadership Team (out of hours emergency contact)	Telephone: 01733 355749

Out of Term Time / School Holidays:

The Nursery is staffed throughout the year (except public holidays) and the Nursery Manager / Deputy Nursery Managers act as on-site safeguarding cover. The safeguarding team have a designated email address safeguarding@tps.ch.co.uk which forwards to all members of the team.

The School's Emergency Contact telephone number is diverted to members of the SLT who are on call out of hours and are able to contact a member of the Safeguarding Team in the event of not being a member of that team themselves.

Key external contacts

<p>Designated Officer(s) of the local authority</p>	<p>Peterborough</p> <p>Telephone: 01733 864038</p> <p>Out of hours: 01733 864180</p> <p>Email: LADO@peterborough.gov.uk</p> <p>Cambridgeshire</p> <p>Telephone: 01223 727967</p> <p>Out of hours: 0345 0455203</p> <p>Email: LADO@cambridgeshire.gov.uk</p>
<p>Cambridgeshire children's social care department¹</p> <p>Education Safeguarding Manager - Sara Rogers</p>	<p>Customer Service Centre - social care referrals telephone number: 0345 045 5203</p> <p>Email: sara.rogers@cambridgeshire.gov.uk</p> <p>Early Help Hub (EHH) : 01840 376666</p> <p>Emergency duty team (Out of hours): 01733 234724</p> <p>Senior Education Adviser - Phil Nash telephone number: 01223 699448</p>
<p>Peterborough children's social care department</p> <p>Education Safeguarding Team</p> <p>Email: Peterborougheducationsafeguarding@peterborough.gov.uk</p>	<p>MASH Professional Consultation Line: 01733 864180</p> <p>MASH General Enquiry: 01733 864170</p> <p>Education Safeguarding Manager: Rebecca Gibson</p> <p>Email: Rebecca.gibson@peterborough.gov.uk</p> <p>Education Safeguarding Advisor: Louise Hooper</p> <p>Email: Louise.hooper@peterborough.gov.uk</p> <p>Education Navigator (MASH)</p> <p>Email: pcceducationnavigator@peterborough.gov.uk</p> <p>Early Help / Targeted Support assessment helpline: 01733 863649</p> <p>Early Help / Targeted Support assessment email: targetedsupport@peterborough.gov.uk</p> <p>Emergency Duty Team (out of hours): 01733 234724</p>

¹ If you think a child or young person is at risk or being abused or neglected, contact the children's social care team at their local council. If you do not know where they live, contact your local council's team, the NSPCC or the Police for advice

	Duty team telephone number: 01733 864180
Lincolnshire Children's Social Care	Telephone number: 01522 782111 Emergency telephone number: 01522 782333 (emergency)
Northamptonshire Children's Social Care	Telephone: 0300 126 7000 (MASH)
Cambridgeshire and Peterborough Safeguarding Partners Education Safeguarding Team	safeguardingboards@cambridgeshire.gov.uk Education Safeguarding Team Email: ECPS.General@cambridgeshire.gov.uk
FGM reporting - non-emergency police contact number	101
Prevent partners and advice about extremism	Prevent Engagement Team for Cambridgeshire telephone number: 01480 422596 Email: prevent@cambs.police.uk Non-emergency DfE advice 020 7340 7264 counter-extremism@education.gsi.gov.uk
UK Safer Internet Centre	0344 381 4772 helpline@saferinternet.org.uk
NSPCC whistleblowing helpline	Weston House 42 Curtain Road London EC2A 3NH Telephone: 0800 028 0285 Email: help@nspcc.org.uk https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/
Reporting serious wrongdoing to the Charity Commission	For further guidance see: https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer whistleblowing@charitycommission.gsi.gov.uk
Report Abuse in Education helpline	A dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse. 0800 136 663 or email help@nspcc.org.uk

1 Aims

- 1.1 This is the Safeguarding and child protection policy and procedures of The Peterborough School (**School**).
- 1.2 The aims of this policy are as follows:
 - 1.2.1 to actively promote the well-being of pupils;
 - 1.2.2 to safeguard and promote the welfare of children, staff and others who come into contact with the School and to protect them from harm;
 - 1.2.3 to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and / or allegations of abuse, neglect and / or exploitation;
 - 1.2.4 to raise awareness about how to report concerns and how they will be investigated, whether they are current or historic in nature;
 - 1.2.5 to raise staff awareness about the School's safeguarding expectations;
 - 1.2.6 to ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role;
 - 1.2.7 to ensure consistent good safeguarding practice throughout the School, to include the promotion of a zero tolerance approach to child on child sexual violence and harassment in which pupils are confident to report it and staff are confident to identify and respond to it; and
 - 1.2.8 to promote a whole school culture of safety, equality and protection.
- 1.3 Every pupil should feel safe and protected from any form of abuse, neglect or exploitation.
- 1.4 All staff should understand the indicators of abuse, neglect and exploitation and specific safeguarding risks so that they can identify them and report any concerns about children. The key indicators and key safeguarding risks for the School community are set out in Appendix 1.
- 1.5 Members of the School community (to include alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively and appropriate action taken.
- 1.6 Anyone about whom a concern is raised should feel confident that they will be supported and the matter will be handled sensitively and that appropriate action will be taken.
- 1.7 This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.8 Although this policy is necessarily detailed, it is important to the School that our safeguarding policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

- 2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

- 2.2 This policy applies at all times including where pupils or staff are away from the School, whether they are on school- arranged activities or otherwise, and whether or not the School is open. It will therefore apply out of School hours and in the holidays.
- 2.3 This policy applies to core School activities and to out of hours and commercial activities. The School will ensure that adequate safeguarding policies and procedures are in place for any group or organisation that uses the School's facilities.
- 2.4 This policy is designed to address:
- 2.4.1 the specific statutory obligations on the School to safeguard and promote the welfare of children; and
- 2.4.2 the School's charity law safeguarding duty to:
- (a) provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;
 - (b) set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;
 - (c) have adequate safeguarding policies, procedures and measures to protect people; and
 - (d) provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the police, local authority and Charity Commission.

3 **Regulatory framework**

- 3.1 This policy has been prepared to meet the School's responsibilities under the following legislation:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
- 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, September 2025);
- 3.1.3 Education and Skills Act 2008;
- 3.1.4 Children Act 1989;
- 3.1.5 Children Act 2004;
- 3.1.6 Childcare Act 2006;
- 3.1.7 Safeguarding Vulnerable Groups Act 2006;
- 3.1.8 Children and Social Work Act 2017;
- 3.1.9 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- 3.1.10 Equality Act 2010;
- 3.1.11 Human Rights Act 1998; and
- 3.1.12 Charities Act 2011.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Statutory guidance:

- (a) [Keeping children safe in education](#) (DfE, September 2025) (**KCSIE**);
- (b) [Working together to safeguard children 2023](#) (HM Government) (**WTSC**);
- (c) [Disqualification under the Childcare Act 2006](#) (DfE, August 2018);
- (d) [Revised Prevent duty guidance for England and Wales](#) (HM Government, April 2023);
- (e) [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, July 2020);
- (f) [Children missing education](#) (DfE, September 2025);
- (g) [Working together to improve school attendance](#) (DfE, August 2024);
- (h) [Relationships education, relationships and sex education and health education guidance](#) (DfE, September 2021);
- (i) [Channel duty guidance: protecting vulnerable people from being drawn into terrorism](#) (HM Government, December 2023);
- (j) [PACE Code C 2019 \(updated December 2023\)](#)
- (k) [Education for children with health needs who cannot attend school](#) (DfE, December 2023)

3.2.2 Non-statutory advice:

- (a) [What to do if you're worried a child is being abused: advice for practitioners](#) (HM Government, March 2015);
- (b) [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (HM Government, May 2024);
- (c) [Behaviour in schools: advice for headteachers and school staff](#) (DfE, February 2024);
- (d) [Meeting digital and technology standards in education](#) (DfE, May 2024, updated March 2025);
- (e) [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DCMS and UKCIS, March 2024)
- (f) [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022);
- (g) [Teaching online safety in schools](#) (DfE, January 2023);
- (h) [Harmful online challenges and online hoaxes](#) (DfE, February 2021);
- (i) [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) (TCE support programme);

- (j) [Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation](#) (DfE, February 2017);
- (k) [Forced marriage resource pack](#) (Home Office, May 2023);
- (a) [Virginity testing and hymenoplasty: multi-agency guidance](#) (DHSC, April 2024 – updated August 2025)
- (b) [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) (UK Council for Internet Safety, February 2019);
- (c) [Educate Against Hate](#) (HM Government 2018);
- (d) [Equality Act 2010: advice for schools](#) (DfE, June 2018);
- (e) [Keeping children safe in out-of-school settings](#) (DfE, September 2023);
- (f) [Generative AI: product safety expectations](#) (DfE, January 2025).

3.2.3 Charities advice:

- (a) [How to report a serious incident in your charity](#) (Charity Commission, June 2019);
- (b) [Reporting a serious incident in your charity when it involves a partner](#) (Charity Commission, December 2019);
- (c) [Report serious wrongdoing at a charity as a worker or volunteer](#) (Charity Commission, June 2019);
- (d) [Guidance on reporting safeguarding concerns in a charity](#) (Department for Digital, Culture, Media and Sport, March 2022);
- (e) [Safeguarding and protecting people for charities and trustees](#) (Charity Commission, June 2022)

3.2.4 Cambridgeshire and Peterborough Safeguarding Partners referral / threshold procedures / guidance.

3.3 The following School policies, procedures and resource materials are relevant to this policy:

- 3.3.1 Staff code of conduct/ safer working practice;
- 3.3.2 ICT acceptable use policy (staff);
- 3.3.3 Whistleblowing policy;
- 3.3.4 Safer recruitment policy;
- 3.3.5 Online safety and acceptable use policy (pupils);
- 3.3.6 Behaviour policy;
- 3.3.7 Anti-bullying policy;
- 3.3.8 Anti-cyberbullying policy;
- 3.3.9 Attendance policy;

- 3.3.10 Protocol for children not collected from school at the end of the school day/activity
- 3.3.11 Security policy;
- 3.3.12 Risk assessment policy;
- 3.3.13 Missing pupil policy;
- 3.3.14 SENDA policy;
- 3.3.15 Health and safety policy
- 3.3.16 First Aid policy;
- 3.3.17 Relationships policy (including sex education policy);
- 3.3.18 Medication Administration Policy
- 3.3.19 Self-Harm Policy

4 **Publication and availability**

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection on the School's website and from the School Office.
- 4.4 This policy can be made available in large print or other accessible format if required.
- 4.5 This policy and all policies referred to in it are also available to staff in the Staff Handbook or on the School's website.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Governing Body** is to the proprietor;
 - 5.1.2 References to **working days** mean Monday to Friday when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working;
 - 5.1.3 **Safeguarding** is the protection of people from harm.
 - 5.1.4 **Safeguarding and promoting the welfare of children** is defined in WTSC and KCSiE as:
 - (a) protecting children from maltreatment, whether that is within or outside the home, including online;
 - (b) preventing impairment of children's mental and physical health or development;
 - (c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

- (d) taking action to enable all children to have the best outcomes.
- 5.1.5 **CSC** means Children's Social Care and includes, depending on the context, the team based in the local authority where the School is located and, where appropriate, the team based in the local authority where the child is resident.
- 5.1.6 **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.
- 5.1.7 **Designated Officer** means designated officer at the local authority (often referred to as the LADO). The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners
- 5.1.8 **Local Safeguarding Partners** means the three safeguarding partners (local authority, Integrated Care Systems' (ICSs) and the chief officer of police for an area any part of which falls within the local authority area) who make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The local arrangements relevant to the school can be found in Appendix 6.
- 5.1.9 References to **harmful sexual behaviour** in this policy refer to problematic, abusive and violent sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate and may cause developmental damage, may be harmful towards self or others, or abusive towards another child, young person or adult.
- 5.1.10 Reference to **staff** includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, supply staff, volunteers and Governors unless otherwise indicated.
- 5.1.11 Senior Leadership Team (**SLT**) comprises of the Headmaster (Deputy DSL), Deputy Headmaster (Deputy DSL), Bursar, Head of Pastoral Care (DSL), Head of Preparatory School and Director of Sixth Form.

6 **Responsibility statement and allocation of tasks: the School's approach to safeguarding leadership**

- 6.1 The Governing Body has overall responsibility for all matters which are the subject of this policy, including
 - 6.1.1 legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the Secretary of State;
 - 6.1.2 strategic leadership responsibility for the School's safeguarding arrangements; and
 - 6.1.3 specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE.
- 6.2 The Governing Body:
 - 6.2.1 appoints a Board level lead on safeguarding matters, which is Mrs Hart, whose contact details are set out in the School contacts list at the front of this policy;

- 6.2.2 ensures that all members of the governing body receive appropriate safeguarding and child protection (including online) training, both on induction and thereafter regularly updated. Training should be consistent with KCSIE and Local Safeguarding Partner guidance;
 - 6.2.3 ensures it discharges its legal responsibilities under the Human Rights Act 1998 and the Equality Act 2010, having regard for the implications for safeguarding that such responsibilities can have;
 - 6.2.4 ensures that appropriate arrangements are in place for the whole Board to discharge their function, including appropriate consideration of safeguarding matters at Board meetings and a holistic annual review of safeguarding; and
 - 6.2.5 establishes appropriate delegation arrangements at School level, led by the Headmaster and DSL, to enable the School to discharge its safeguarding duties effectively.
 - 6.2.6 The Safeguarding Sub-Committee meets termly. This committee is chaired by the Nominated Safeguarding Governor and comprises of the Headmaster, Bursar (clerk), Designated Safeguarding Lead and two further governors. The Head of SEND and Head of PSHE attend as required. This sub-committee feeds back to the full Governing Body on a termly basis.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Mark Pryor, DSL	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Mark Pryor, DSL	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Mark Pryor, DSL	As required
Formal annual review of the School's safeguarding policies and procedures and their implementation.	Governing Body (via the Safeguarding Sub-Committee)	At least annually
Assessing the adequacy of safeguarding arrangements for those who use or hire premises	Governing Body	Before commencement of arrangement and thereafter at least annually

6.4 Headmaster

- 6.4.1 The Headmaster is responsible for the overall management of the School and for the management of concerns and allegations about staff.
- 6.4.2 The Headmaster ensures that the School's policies and procedures, adopted by the Governing Body and proprietor (particularly those concerning referrals of cases of suspected abuse, neglect or exploitation), are understood, and followed by all staff.

6.5 Designated Safeguarding Lead (DSL)

- 6.5.1 The DSL is a senior member of staff of the School's leadership team with the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) throughout the School.
 - (a) The DSL has the appropriate status and authority within the School to carry out the duties of the post, and the time, funding, training, resources and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSL are set out in Annex C of KCSIE.
 - (b) The DSL will also liaise with the Headmaster to inform them of issues relating to any police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE code c and any other code of practice apply.
 - (c) The DSL will liaise with the Bursar and Head of Support Services with regards the safeguarding aspects of any commercial activities and the wider charitable safeguarding responsibilities.
- 6.5.2 The DSL will take lead responsibility for pupils who are looked after children.
- 6.5.3 The DSL (who is also the Head of Pastoral Care) will also undertake the role of senior mental health lead and is responsible for developing a holistic approach to promoting and supporting the mental wellbeing of pupils and staff.
- 6.5.4 The DSL will also undertake the role of Domestic Abuse Lead and will liaise with relevant agencies where appropriate to support pupils who may be victims or witnesses to domestic abuse
- 6.5.5 If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL. The Deputy DSL's details are also set out in the School contacts list at the front of this policy. Lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

7 Specific safeguarding duties in relation to children

- 7.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.

7.2 The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment.

7.2.1 The School will:

- (a) understand its role in the safeguarding partner arrangements and make itself aware of and follow the locally agreed multi-agency safeguarding arrangements put in place by the Cambridgeshire and Peterborough Safeguarding Partners, the key details of which can be found on their website ([here](#)) are contained in Appendix 6.
- (b) be alert to signs of abuse whether in school, within the child's family or from outside, and take steps to protect individuals from any form of abuse, neglect or exploitation whether from an adult or another child;
- (c) include opportunities within the curriculum for children to develop the skills they need to recognise, and stay safe from abuse;
- (d) promote the systems in place for children to confidentially report abuse, ensuring they know their concerns will be treated seriously, they can safely express their views and give feedback;
- (e) take active steps to promote school attendance:
- (f) allow staff to determine how best to build trusted relationships with pupils which facilitate communication within the parameters of the staff code of conduct;
- (g) deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and / or welfare plans;
- (h) design and operate procedures which, so far as possible, ensure that staff pupils and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations;
- (i) prepare staff to identify children who may benefit from early help and encourage them to be particularly alert to the potential need for early help for children with the indicators listed in KCSIE or WTSC;
- (j) be alert to children who are at potentially greater risk of harm (both online and offline) including children who need a social worker and children requiring mental health support;
- (k) be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and where additional barriers can exist when detecting abuse, neglect or exploitation;
- (l) encourage a culture of listening to pupils and victims of abuse and taking account of their wishes and feelings in any measure put in place and actions taken by the School to protect them. All classrooms display information on people that pupils can talk to and this information is also printed in the Pupil Planner as well as the Senior School Team online;

- (m) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- (n) assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- (o) identify pupils who may be susceptible to extremist ideology and radicalisation and know what to do when they are identified; and
- (p) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area.

7.3 Staff may follow the School's Whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns direct to the School's Local Authority or to the Charity Commission if they consider that the School has failed to deal with concerns appropriately.

8 Reporting obligations of staff

8.1 Reporting obligations generally

8.1.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

8.1.2 Staff should be aware that pupils 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 e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and/or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect or exploitation so that staff are able to identify cases of children who may be in need of help or protection.

8.1.3 All staff have a duty to:

- (a) report any concerns they may have about the safety and / or well-being of pupils;
- (b) report any concerns they may have about the safety and / or well-being of other persons associated with the School;
- (c) report any safeguarding concerns about staff or anyone else associated with the School; and
- (d) follow up on any such reports to ensure that appropriate action is or has been taken.

8.1.4 The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to exercise professional curiosity and speak to the DSL, any member of the SLT senior leadership team or

directly to children's social care (whether the School's local authority or that local to the child's home address) or police in their absence for guidance.

8.2 What to do if staff have a concern about a pupil's welfare

- 8.2.1 If staff have **any concern about a pupil's welfare**, they should follow the procedures in this policy and report their concern to the DSL (or the DDSL in the DSL's absence) **immediately**.
- (a) The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy;
 - (b) See Appendix 2 for guidance about what to do when receiving a disclosure and paragraph 23 below relating to recording a concern.
- 8.2.2 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need, or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.
- 8.2.3 Teachers must report known cases of female genital mutilation (**FGM**) to the police. See [Appendix 1](#) Section 13 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.
- 8.2.4 If the concern involves an **allegation or concern raised about a member of staff**, supply staff, contractors or volunteers this must be reported in accordance with the procedures set out in Appendix 4 and parts 1 and 4 of KCSIE.
- 8.2.5 **What if the DSL is unavailable?**
- (a) The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours. Mobile phone numbers are available to staff via the School Telephone Directory and on the School's Crisis Management Cards, which are held by all staff.
 - (b) If in exceptional circumstances the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from children's social care. Their contact details are set out at the front of this policy.
 - (c) Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and / or police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 11 below for further details on making a referral.
 - (d) Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the SLT, as soon as is practically possible.

8.3 Action by the DSL

- 8.3.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the appropriate Local Safeguarding Partners procedures and referral threshold document. Such action may include:
- (a) managing any support for the pupil internally via the School's own pastoral support processes, seeking advice from children's social care where required (see 9 below);
 - (b) undertaking an early help assessment (which generally requires parental consent) (see 10 below); or
 - (c) making a referral for statutory services (see 11 below).
- 8.3.2 The views of the child will be taken into account when considering the appropriate course of action, but will not be determinative.
- 8.3.3 Where the concern relates to the welfare of a pupil who is aged 18 or over, the DSL will consider whether it is necessary to refer such concerns to the Safeguarding Adults Board rather than, or in addition to, children's social care.
- 8.3.4 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

9 Managing support for pupils internally

- 9.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare, so that appropriate action can be taken to reduce the risks identified. See section 22 and the School's Risk assessment policy or policy where this content is included.
- 9.2 The School will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from CSC where necessary.

10 Early help assessment

- 10.1 Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage of a child or young person's life to parents, children or whole families, and is generally supported by CSC in consultation with the family.
- 10.2 The School understands that providing early help is more effective in promoting the welfare of children than reacting later.
- 10.3 The School's safeguarding training includes guidance about early help processes and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:
- 10.3.1 is disabled or has certain health conditions and has specific additional needs;
 - 10.3.2 has special educational needs (whether or not they have a statutory Education, Health and Care plan);
 - 10.3.3 has a mental health need;

- 10.3.4 is a young carer;
 - 10.3.5 is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
 - 10.3.6 is frequently missing / goes missing from care or from home;
 - 10.3.7 has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
 - 10.3.8 is at risk of modern slavery, trafficking sexual or criminal exploitation;
 - 10.3.9 is at risk of being radicalised or exploited;
 - 10.3.10 has a parent or carer in custody, or is affected by parental offending;
 - 10.3.11 is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - 10.3.12 is misusing alcohol or other drugs themselves;
 - 10.3.13 is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage; or
 - 10.3.14 is a privately fostered child; .
- 10.4 A member of staff who considers that a pupil may benefit from early help should keep a written record of their concerns and in the first instance discuss this with the DSL (see paragraph 23 below and Appendix 2 for further guidance). The DSL will consider the appropriate action to take in accordance with the child's Safeguarding Children Partners menu of early help services and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.
- 10.5 If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases School staff may be required to take a lead role.
- 10.6 The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.
- 11 Making a referral**
- 11.1 **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.**
- 11.2 "Harm" is the "ill treatment or impairment of the health or development of a child."² Seeing or hearing the ill-treatment of another person is also a form of harm. It can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."
- 11.3 The contact details for the School's CSC team are set out at the front of this policy. Staff should bear in mind that referrals may be required to the School's CSC team and / or the pupil's CSC team.

² Section 31 Children Act 1989

- 11.4 Anyone can make contact with CSC to discuss concerns before a referral is made. This includes professional as well as a child themselves, family members and members of the public. The child's local safeguarding partners will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting CSC.
- 11.5 **Statutory assessments**
- 11.5.1 Children's social care may undertake a statutory assessment under the *Children Act 1989* into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:
- (a) **Children in need:** *A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.* Children in need may be assessed under section 17 of the Children Act 1989.
 - (b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that *a child is suffering, or is likely to suffer, significant harm.*
- 11.6 Anybody can make a referral. Staff required to make a direct referral may find helpful the flowchart set out on page 24 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.
- 11.7 Parental consent is not required for referrals to statutory agencies but staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:
- 11.7.1 personal details of the child including the child's developmental needs;
 - 11.7.2 detailed information about the concern;
 - 11.7.3 information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.
- 11.8 If the referral is made by telephone, this should be followed up in writing.
- 11.9 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.
- 11.10 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 11.11 Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves, in accordance with the procedures set out in Appendix 6.

12 Allegations against pupils - child on child abuse

- 12.1 Allegations against pupils should be reported in accordance with the procedures set out in this policy in Appendix 3. If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 of KCSIE and take into account the local response of the police and children's social care to these issues. The clients of the alleged victim will be taken into account but will not be determinative.
- 12.2 All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary including Child and Adolescent Mental Health Services or the Cambridgeshire Sexual Behaviour Service.

13 Extra-familial harm

- 13.1 Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School, inside and outside of home and online.
- 13.2 All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare, and should record these appropriately.
- 13.3 Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.
- 13.4 Extra-familial harm: all staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse) criminal exploitation, serious youth violence, county lines and radicalisation.

14 Risk assessment

- 14.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 14.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 14.3 The Headmaster has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 14.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

15 What to do if staff have a safeguarding concern about someone else's welfare

- 15.1 Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

15.2 In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

16 Allegations made and or / concerns raised about staff and others in School

16.1 The School has a policy and procedures for managing allegations made and/or concerns raised about any adult working for, or on behalf of, the School, whether paid or unpaid or any Other Adult (as defined in Appendix 4) which may affect the safety and welfare of children.

16.2 The procedures in this policy apply to staff who pose a risk of harm to children or may behave in a way that indicates that they may be unsuitable to work with children. They also apply to low level concerns that do not meet the harms threshold. The policy and procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, unfounded, false, or unsubstantiated allegations. These procedures are set out in Appendix 4 and follow the guidance in Parts 1 and 4 of KCSIE.

16.3 The School will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.

16.4 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Staff Handbook and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

17 Informing parents

17.1 Parents will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Headmaster, the Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.

17.2 In all cases, the DSL will be guided by the Cambridgeshire and Peterborough Safeguarding Partners referral threshold document as well as the guidance *Effective Support for Children and Families in Cambridgeshire and Peterborough* which can be accessed here: [link](#)

17.3 The School will record what discussions have taken place with parents or if a decision has been made not to discuss it with parents. For example, if the School believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

17.4 See also Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff.

18 Additional reporting

18.1 In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

18.1.1 Health and Safety Executive

- (a) The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's Health and Safety Policy for further details about this.

18.1.2 Charity Commission

- (a) The School is a registered charity and will report all serious incidents to the Charity Commission promptly in accordance with the guidance [How to report a serious incident in your charity \(Charity Commission, June 2019\)](#);

18.1.3 Disclosure and Barring Service (DBS)

- (a) A referral to the DBS will be made promptly if the criteria are met. See Appendix 4 for further details.

18.1.4 Teaching Regulation Agency (TRA)

- (a) Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed, or would have been dismissed if he / she had not resigned. See Appendix 4, for more details.

18.1.5 Insurers

- (a) The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies.
- (b) Care should be taken to ensure this is done before renewal to ensure that the School complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

18.1.6 UK Visas and Immigration

- (a) In the event that a pupil holding a Student or Child Student visa sponsored by the School under the Points Based System goes missing, the School will report to UKVI if the pupil misses ten consecutive expected contact points.
- (b) Each time the School's attendance register is completed is treated as a contact point for these purposes.
- (c) The report will be made by the School's Level 1 user via the Sponsor Management and in accordance with prevailing UKVI guidance.

19 Safer recruitment and supervision of staff

- 19.1 The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the School's separate Safer recruitment policy.
- 19.2 The School maintains a single central register of appointments for all staff.
- 19.3 Staff connected to the School's early years and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the

School's Safer recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

- 19.4 The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate Security policy.

20 Use of mobile technology

- 20.1 The School's policy on the use of mobile technology, including phones, cameras and other electronic devices with imaging and sharing capabilities (including smartwatches), in the School, is as follows:

20.1.1 the School's Acceptable use policy for pupils sets out the expectations on pupils from Year 3 to Year 13. In the EYFS setting, pupils are not permitted to use mobile phones or any personal mobile device with a camera facility;

20.1.2 all staff (including staff in the EYFS setting) should use mobile technology, including phones, cameras and other electronic devices with imaging and sharing capabilities (including smartwatches), in accordance with the guidance set out in the staff code of conduct/safer working practice;

20.1.3 mobile devices, phones, cameras and other electronic devices with imaging and sharing capabilities (including smartwatches), are only permitted within the EYFS setting with the permission of a member of the Senior Leadership Team or Nursery Management. Any permission provided will be for that occasion only. Smartwatches with internet capabilities should be set to silence or in airplane mode whilst working.

20.1.4 the use of mobile devices in any toilet/changing area is strictly forbidden.

20.1.5 parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use, with permission of the School. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

- 20.2 The School allows access to the internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage.

- 20.3 The School's approach to online safety is set out in the School's online safety and acceptable use policy for pupils.

21 Training

- 21.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

- 21.2 The level and frequency of training depends on the role of the individual member of staff.

- 21.3 The School maintains written records of all staff training.

- 21.4 All training will be carried out in accordance with Cambridgeshire and Peterborough Safeguarding Partners procedures where possible.

21.5 Induction

- 21.5.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):
- (a) this policy;
 - (b) the role, identity and contact details of the DSL and Deputy DSLs;
 - (c) the behaviour policy for pupils;
 - (d) the Anti-bullying policy, which includes details of the School's policy on cyberbullying and prejudice-based and discriminatory bullying ;
 - (e) the staff code of conduct/safer working practice including the whistleblowing policy, staff social media policy and acceptable use policy for staff;
 - (f) the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;
 - (g) the School's approach to online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
 - (h) safeguarding training in accordance with Cambridgeshire and Peterborough Safeguarding Partners' procedures including guidance on managing a report of child-on-child harmful sexual behaviour;
 - (i) where determined appropriate by the Governing Body, a copy of Annex A of KCSIE to those staff not working directly with children; or
 - (j) a copy of Part 1 and, where appropriate, Annex B of KCSIE for school leaders and those who work directly with children; and
 - (k) appropriate Prevent duty training.

21.6 Safeguarding training

- 21.6.1 Staff not working directly with children will receive a copy of this policy along with Part 1 and Annex B of KCSIE and will be required to confirm that they have read and understand these;
- 21.6.2 School leaders and all staff working directly with children will receive a copy of this policy along with Part 1 and Annex B of KCSIE, and will be required to confirm that they have read and understand these.
- 21.6.3 Members of the SLT (including the Headmaster) and the Nominated Safeguarding Governor will receive a copy of this policy and be expected to read all of KCSIE.
- 21.6.4 The Headmaster and **all staff members** will undertake appropriate safeguarding training which will be updated at least annually and following consultation with the Cambridgeshire and Peterborough Safeguarding Partners. This training will also be aligned to Annex C of the Early Years Foundation Setting Framework. In addition, all staff members will receive informal safeguarding and child protection updates including online safety via email, Teams and staff meetings on a regular basis and at least annually.

- 21.6.5 Staff development training will also include training on online safety which should, amongst other things, include an understand of the filtering and monitoring systems and processes in place in the school, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the School.
- 21.6.6 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child on child abuse, harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying, prejudiced-based and discriminatory bullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- 21.6.7 In the Nursery, the Nursery Manager and DSL will provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required.
- 21.6.8 All Governors receive safeguarding training (including online safety) on induction. This training will equip with the knowledge to provide strategic challenge to test and assure themselves that the School's safeguarding policies in place are effective and support a robust whole school approach to safeguarding. This training will be regularly updated
- 21.6.9 The Nominated Safeguarding Governor and the Chair of Governors will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities. As part of that training the Nominated Safeguarding Governor will be expected to read the entirety of KCSIE. All other Governors will be expected to read Part 2 of KCSIE.
- 21.6.10 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings and professional development reviews. This includes information on how staff can report concerns occurring out of hours / out of term time.
- 21.6.11 **Designated Safeguarding Lead (DSL)**
- (a) The DSL and Deputy DSLs will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and Prevent awareness training and will be updated at least every two years.
 - (b) In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Annex C of KCSIE.
 - (c) Prevent duty training will be consistent with the Government's Prevent training for schools. See [Educate Against Hate](#) (HM Government, 2018) for further details.

21.6.12 Teaching pupils about safeguarding

- (a) The School teaches pupils about safeguarding through the curriculum and PSHE, which incorporates Relationships and Sex Education and Health Education guidance. This includes guidance on adjusting behaviour to

reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

- (b) The School recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children (including LGBT pupils), victims of abuse and some SEND children might be needed.
- (c) Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through relationships policy (including sex education policy) and PSHE education appropriate to their age and stage of development. It will tackle issues such as: healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, how to recognise abusive relationships, including coercive and controlling behaviour, concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, harassment, rape, domestic abuse, so-called "honour-based" violence and how to access support, sexual harassment and sexual violence and why these are always unacceptable.
- (d) Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.
- (e) The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities so that pupils learn how to keep themselves safe on-line when accessing remote learning. The Governing Body has ensured appropriate filters and monitoring systems are in place and meet the DfE's filtering and monitoring standards (see the online safety and acceptable use policy) and is mindful that this should not lead to unnecessary restrictions on learning.
- (f) The School keeps in regular contact with parents and carers to reinforce the importance of pupils being safe online and make them aware of the systems in place to filter and monitor online use and the sites pupils will be expected to access during learning.

22 Monitoring and review

- 22.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Governing Body as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.
- 22.2 Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Body. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses with regards to safeguarding arrangements at any time will be remedied without delay.
- 22.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.

- 22.4 The Governing Body will also undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to online safety, and filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks its pupils face.
- 22.5 The DSL will work with the Nominated Safeguarding Governor to prepare a written report commissioned by the Governing Body. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled, including lessons learned; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The Governing Body should also consider independent corroboration, such as:
- 22.5.1 inspection of records or feedback from external agencies including the Designated Officer(s);
 - 22.5.2 reports of ISI inspections;
 - 22.5.3 the outcome of any relevant complaints, claims or related proceedings; and
 - 22.5.4 press reports.
- 22.6 The Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

23 **Record keeping**

- 23.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the School Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child. These should include:
- 23.1.1 a clear and comprehensive summary of the concern;
 - 23.1.2 the child's wishes and feelings;
 - 23.1.3 details of how the concern was followed up and resolved;
 - 23.1.4 a note of any action taken, decisions reached and the outcome; and
 - 23.1.5 a record of any discussion/communication with parents / other agencies etc.
- 23.2 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.
- 23.3 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

- 23.4 Where a child leaves the School will ensure that the pupil's child protection file is transferred to the receiving school in accordance with KCSIE and the Education Safeguarding Team's *Guidance on Keeping and Managing Child Safeguarding Records*.
- 23.5 Insofar as pupil records are concerned:
- 23.5.1 Staff must record all concerns about a pupil on the School's pro forma record which is available on the MyConcern electronic platform as well as in paper form in the Staff Room. Guidance on record keeping is set out in Appendix 2.
- 23.5.2 The DSL will open a child protection file following a report to them of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.
- 23.6 Information sharing and multi-agency working**
- 23.6.1 The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others.
- 23.6.2 The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. Schools have clear powers to share, hold and use information for these purposes and the UK GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.
- 23.6.3 When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the School will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the UK GDPR and Data Protection Act 2018. The School will also have regard to its data protection policies. The Bursar acts as the School's Data Protection Lead who will work with the DSL as appropriate to determine what should be disclosed.
- 23.6.4 The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.
- 23.6.5 Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.
- 23.6.6 While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.
- 23.6.7 If a pupil is subject to a Child Protection Plan, it will notify the Social Care Team immediately if:

- It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently),
- There is an unexplained absence of a pupil who is subject to a Child Protection Plan,
- There is any change in circumstances to a pupil who is subject to a Child Protection Plan.

23.6.8 When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Appendix 1 Forms of abuse and neglect and specific safeguarding risks

1 Abuse and neglect

- 1.1 Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).
- 1.2 Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic 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.
- 1.3 The School recognises that experiencing abuse, neglect and/or exploitation may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect and/or exploitation may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 1.4 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. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

2 Definitions of abuse and neglect

- 2.1 **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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- 2.2 **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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.3 **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 from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying and prejudiced-based or discriminatory bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it. The school policy and procedures can be found in Appendix 5.
- 2.5 **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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.
- 2.6 **Exploitation:** Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. (Section 7 gives further specific details)

3 Signs of abuse

3.1 Possible signs of abuse include, but are not limited to:

- 3.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;

- 3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
 - 3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
 - 3.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
 - 3.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
 - 3.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
 - 3.1.7 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and
 - 3.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 3.2 Mental health problems can also be a sign of abuse, neglect or exploitation.
- 3.3 The Cambridgeshire and Peterborough Safeguarding Partners can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused](#) (March 2015) provides advice in identifying child abuse. The [NSPCC website](#) is also a good source of information and advice.

4 **Specific safeguarding issues**

- 4.1 Statutory guidance acknowledges the following as specific safeguarding issues:
- 4.1.1 child abduction and community safety incidents;
 - 4.1.2 children and the court system;
 - 4.1.3 children who are absent from education (see section 5 below);
 - 4.1.4 children with family members in prison (see section 29 below);
 - 4.1.5 child criminal exploitation and child sexual exploitation (see section 7 below);
 - 4.1.6 county lines (see section 8 below);
 - 4.1.7 modern slavery and the national referral mechanism;
 - 4.1.8 cybercrime; (see section 10 below)
 - 4.1.9 domestic abuse (see section 11 below);
 - 4.1.10 homelessness;
 - 4.1.11 so-called "honour-based" abuse (including Female Genital Mutilation and Forced marriage) (see sections 12, 13 and 14 below);

- 4.1.12 preventing radicalisation (see section 15 below);
 - 4.1.13 child on child abuse (see Appendix 3);
 - 4.1.14 sexual violence and sexual harassment between children in schools and colleges (see Appendix 3);
 - 4.1.15 upskirting (see section 19 below).
- 4.2 Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

5 Children who are absent from education

- 5.1 Children being absent from school, particularly repeatedly/frequently and/or for prolonged periods and children missing education, can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM so-called, "honour-based" abuse or risk of forced marriage. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy and Local Authority's *Children Missing Education guidance link*, and School policy, if any absence of a pupil from the School gives rise to a concern about their welfare.
- 5.2 The School monitors and follows up on the attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.
- 5.3 Where reasonably possible the School will hold more than one emergency contact for each pupil.
- 5.4 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).
- 5.5 This will assist the local authority to:
- 5.5.1 fulfil its duty to identify children of compulsory school age who are missing from education; and
 - 5.5.2 follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation or involvement with serious violent crime.
- 5.6 The School shall inform the local authority of any pupil who:
- 5.6.1 fails to attend School regularly; or
 - 5.6.2 has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

6 Elective Home Education (EHE)

- 6.1 Where a parent expresses their intention to remove a pupil from School with a view to educating at home, the School will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and / or has a social worker.

7 **Child Sexual Exploitation (CSE) and Child criminal exploitation (CCE)**

- 7.1 Both CSE and CCE are forms of abuse where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity:
- 7.1.1 in exchange for something the victim needs or wants e.g. money, gifts or affection; and / or
 - 7.1.2 for the financial advantage or increased status of the perpetrator or facilitator; and / or
 - 7.1.3 through violence or threat of violence to victims (and their families).
- 7.2 Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.
- 7.3 All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. This is known as Extra-Familial Harm/Contextual Safeguarding and Risk Outside the Home. The school will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of CCE or CSE arise.
- 7.4 CSE and CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- 7.5 International pupils may be particularly vulnerable to trafficking, particularly those who are or will be in the UK without their parent(s) or legal guardian, and schools which hold a Child Student sponsor licence may be targeted by traffickers as a means of facilitating a child's entry to the UK for the purposes of CSE or CCE.
- 7.6 The victim may have been exploited even if the activity appears consensual.
- 7.7 CCE can include children being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
- 7.8 Some of the following can be indicators of both CSE and CCE, including children who:
- 7.8.1 appear with unexplained gifts, money or new possessions;
 - 7.8.2 associate with other young people involved in exploitation;
 - 7.8.3 suffer from changes in emotional well-being;
 - 7.8.4 misuse drugs and alcohol;

- 7.8.5 go missing for periods of time or regularly come home late; or
- 7.8.6 regularly miss school or education or do not take part in education.
- 7.9 Children who have been exploited will need additional support to help maintain them in education. The DSL will complete the Cambridgeshire & Peterborough Safeguarding Partnership Board's [Contextual Risk Screening Tool](#) if there is a concern that a pupil may be at risk of exploitation and refer to Social Care if appropriate.
- 7.10 CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- 7.11 The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can children who:
 - 7.11.1 have older boyfriends or girlfriends; or
 - 7.11.2 suffer from sexually transmitted infections or become pregnant.

8 County lines

- 8.1 County lines³ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move store and sell drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
- 8.2 Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- 8.3 Number of the indicators for CSE and CCE as detailed above (and in Annex B of KCSIE) may also be applicable to children involved in county lines.
- 8.4 Additional reporting duties:
 - 8.4.1 if a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation;

³ See the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance for more information.

- 8.4.2 where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism⁴ should be considered.

9 Serious violence

- 9.1 Indicators which may signal children are at risk from, or are involved with serious violence crime may include:
- 9.1.1 Increased absence from school;
 - 9.1.2 a change in friendships or relationships with older individuals or groups;
 - 9.1.3 a significant decline in performance;
 - 9.1.4 signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries;
 - 9.1.5 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 and may be at risk of criminal exploitation.
- 9.2 Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence e.g. being male, having frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

10 Cybercrime

- 10.1 Cybercrime is a criminal activity committed using computers and / or the internet. It's broadly categorised as either "cyber-enabled" (crimes that can happen off-line but enabled at scale and speed online e.g. fraud, purchasing of illegal drugs, child sex abuse and exploitation) or "cyber-dependent" (crimes that can only be committed by using a computer).
- 10.2 Cyber-dependent crimes include:
- 10.2.1 unauthorised access to computers (illegal hacking) e.g. accessing a school's computer network to look for test papers or change grades awarded;
 - 10.2.2 denial of Service (**Dos** or **DDos**) attacks or "booting" - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic;
 - 10.2.3 making, supplying or obtaining malware e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with intent to commit further offence.
- 10.3 Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- 10.4 The DSL (or deputy) should consider referring into the Cyber Choices programme if they have concerns. This is a nationwide programme which intervenes when young

⁴ For further information and a definition of trafficking, see: [National Crime Agency - modern slavery and human trafficking](#) and the DfE and Home Office guidance: [Trafficking: safeguarding children](#)

people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

11 Domestic abuse

- 11.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That abuse can be, but is not limited to: psychological, physical, sexual, financial or emotional.
- 11.2 Children can be victims of domestic abuse. They may see hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of this can have a detrimental and long-term impact on their health, well-being, development and ability to learn
- 11.3 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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- 11.4 The school recognises that where there is domestic abuse in a family, the children or young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm. Domestic abuse can also affect children in their personal relationships as well as in the context of home life.
- 11.5 Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).
- 11.6 Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex B of KCSIE. This includes details about Operation Encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children.
- 11.7 As part of its involvement in Operation Encompass, Peterborough's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL) who acts as the Domestic Abuse (DA) Lead.
- 11.8 On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the *Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*.
- 11.9 The School will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

12 So-called "honour-based" abuse

12.1 Honour-Based Abuse can be defined as:

'An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator's perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community's accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.'

12.2 All forms of so-called "honour-based" abuse are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

12.3 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

13 Female genital mutilation (FGM)

13.1 FGM is a form of so-called "honour-based" abuse. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

13.2 There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-43 of the [Multi-agency statutory guidance on FGM](#) (HM Government, July 2020) (pages 61-63 focus on the role of schools).

13.3 All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

13.4 If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory reporting of female genital mutilation - procedural information \(January 2020\)](#) for further details about the duty.

13.5 Guidance published by the [Department for Health](#) also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help

schools understand their role in safeguarding girls, engaging parents and teaching about FGM.

14 **Forced marriage**

- 14.1 Forced marriage is also a form of so-called "honour-based" abuse. Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.
- 14.2 Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages see [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#) for further information.
- 14.3 Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 39-44 of the [Multi-agency guidelines: handling case of forced marriage](#) (HM Government, April 2023).
- 14.4 Staff should speak to the DSL if they have any concerns. Pages 75-80 of the [Multi-agency guidelines: handling case of forced marriage](#) (HM Government, April 2023) focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fm@fco.gov.uk for advice and information.

15 **Radicalisation and the Prevent duty**

- 15.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 15.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 15.3 The DSL is the School's Prevent Lead, having undertaken most recent training in April 2022
- 15.4 The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:
- 15.5 **Extremism:** *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of"*

different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

- 15.6 **Radicalisation:** *"the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."*
- 15.7 **Terrorism:** *"an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and made for the purpose of advancing a political, religious or ideological cause."*
- 15.8 Although there is no single way of identifying an individual who is likely to be susceptible an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).
- 15.9 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.
- 15.10 Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel duty guidance: protecting vulnerable people from being drawn into terrorism](#) (HM Government, February 2021 and updates) The DfE and Home Office's briefing note [The use of social media for online radicalisation](#) (DfE, July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

16 **Child on child abuse**

- 16.1 All staff should be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school or online.
- 16.2 The School's policy and procedures for dealing with child on child abuse can be found in Appendix 3 below.

17 **Online safety**

- 17.1 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.
- 17.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective, whole school approach to online safety

empowers a school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- 17.3 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- 17.3.1 **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - 17.3.2 **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - 17.3.3 **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and / or pornography, sharing other explicit images and online bullying; and
 - 17.3.4 **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If pupils, students or staff are at risk, it should be reported to the [Anti-Phishing Working Group](#).

18 Sharing nudes and semi-nude images and videos

- 18.1 Consensual and non-consensual sharing of nudes and semi-nude images and / or videos can be signs that children are at risk.
- 18.2 "Sharing nudes and semi-nudes" means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. via Apple's AirDrop. This is also known as sexting or youth produced sexual imagery.
- 18.3 The School treats all incidences of sharing nudes and semi-nude images as safeguarding matters to be actioned in accordance with this policy.
- 18.4 Members of staff must not intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them.
- 18.5 The DSL may in exceptional circumstances view images with the prior approval of the Headmaster and only where:
 - 18.5.1 it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
 - 18.5.2 it is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the pupil or parent in making a report; or

- 18.5.3 a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the school's devices or network.
- 18.6 Where viewing an image is unavoidable:
- 18.6.1 viewing should take place on School premises wherever possible;
 - 18.6.2 the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
 - 18.6.3 a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;
 - 18.6.4 full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
 - 18.6.5 any member of staff who views an indecent image should be given appropriate support.
- 18.7 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.
- 18.8 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.
- 18.9 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.
- 18.10 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).
- 18.11 Where a pupil receives unwanted images, the School should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.
- 18.12 The UK Council for Internet Safety's advice note [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DCMS and UKCIS, December 2020) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.

19 Upskirting

- 19.1 Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission 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. Anyone of any gender can be a victim.

- 19.2 Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.
- 19.3 The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures.
- 19.4 All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sharing sexual images / sexting.

20 **Special educational needs and disabilities or physical health issues**

- 20.1 The School welcomes pupils with special educational needs and disabilities (SEND) and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.
- 20.2 Additional barriers can exist when detecting the abuse or neglect of pupils with SEND or certain medical or physical health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
 - 20.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;
 - 20.2.2 pupils with SEND or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;
 - 20.2.3 some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content/behaviour in school without understanding the consequences; and
 - 20.2.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 20.3 the school has pupils who may have communication difficulties and is are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 20.4 the School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.
- 20.5 Where necessary, the School will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

21 Looked after children and previously looked after children

- 21.1 The Governing Body ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:
- 21.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;
 - 21.1.2 contact arrangements with birth parents or those with parental responsibility;
 - 21.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.
- 21.2 The DSL maintains these details, including contact details of the child's social worker. See 6.5.2 in the policy for the DSL's role in relation to pupils who are looked after children.
- 21.3 The School recognises that a previously looked after child potentially remains vulnerable and will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern.

22 Care leavers

- 22.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

23 Children who are lesbian, gay, bi, or trans (LGBT)

- 23.1 The School recognises that pupils who are or perceived to be LGBT are vulnerable to being targeted by other children.
- 23.2 LGBT inclusion is taught as part of the statutory relationships education/ RSE/ PSHE curriculum.
- 23.3 All staff are aware of these vulnerabilities and the School endeavours to provide a safe space to speak out or share concerns.

24 Educated off site or in alternative provision

- 24.1 Where a pupil is educated off site or in an alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies.
- 24.2 Where the School places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- 24.3 When pupils are educated off-site (Education for children with health needs who cannot attend school) or in Alternative Provision, schools/colleges must ensure they:
- 24.3.1 Obtain written confirmation from the alternative provider that all staff have undergone appropriate safeguarding checks,

- 24.3.2 Request written details of any arrangements that could pose a risk to the child,
- 24.3.3 Keep records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend,
- 24.3.4 Regularly review the placement to ensure it remains safe and suitable for the child's needs,
- 24.3.5 If safeguarding concerns arise, the placement must be immediately reviewed and ended if necessary.

25 Privately Fostered Children

- 25.1 Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative⁵, in their own home for 28 days or more.
- 25.2 The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Peterborough City Council Fostering Service

26 Young Carers

- 26.1 The School recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.
- 26.2 The School will:
 - 26.2.1 Seek to identify young carers,
 - 26.2.2 Offer additional support internally,
 - 26.2.3 Signpost to external agencies,
 - 26.2.4 Be particularly vigilant to the welfare of young carers, and
 - 26.2.5 Follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

27 Children misusing drugs or alcohol

- 27.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient to initiate child protection proceedings.
- 27.2 The School will consider such action when there is evidence or reasonable cause:
 - 27.2.1 To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse,

⁵ Child's parent, grandparent, brother, sister, aunt, uncle, legal guardian or other person with parental responsibility.

- 27.2.2 To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults,
- 27.2.3 Where the misuse is suspected of being linked to parent/carer substance misuse,
- 27.2.4 Where the misuse indicates an urgent health or safeguarding concern,
- 27.2.5 Where the child is perceived to be at risk of harm through any substance associated criminality

28 **Children living with substance misusing parents and carers**

- 28.1 Misuse of drugs or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic abuse.
- 28.2 When the School receives information about drug and alcohol abuse by a child's parents or carers, they will follow appropriate procedures.
- 28.3 This is particularly important if the following factors are present:
 - 28.3.1 Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children,
 - 28.3.2 Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers,
 - 28.3.3 The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour,
 - 28.3.4 Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance,
 - 28.3.5 Disturbed moods because of withdrawal symptoms or dependency,
 - 28.3.6 Unsafe storage of drugs and/or alcohol or injecting equipment,
 - 28.3.7 Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

29 **Children with family members in prison**

- 29.1 The School is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.
- 29.2 The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.
- 29.3 The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

Appendix 2 Concerns about a child - guidance for staff

1 Receiving a disclosure

- 1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.
- 1.2 Do not ask leading questions, i.e. a question which suggests its own answer. Use "tell me, explain to me, describe to me" (**TED**) questioning. It is particularly important not to continue questioning a pupil if they disclose something which suggests that a criminal offence may have been committed – the Police will need to take the lead on investigating and your questioning might compromise possible criminal proceedings.
- 1.3 Take the pupil to the School Nurse if there is a medical need and do not examine the injury yourself so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.
- 1.4 Reassure the pupil they are being taken seriously and they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report
- 1.5 Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.
- 1.6 Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.
- 1.7 Pass on the record when reporting the concern in accordance with this policy.

2 Recording a concern

- 2.1 Staff must record all concerns in writing via the MyConcern electronic system where possible.
- 2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
 - 2.2.1 the pupil's details: name; date of birth; address and family details;
 - 2.2.2 date and time of the event / concern / conversation;
 - 2.2.3 a clear and comprehensive summary of the event/concern / conversation;
 - 2.2.4 details of how the concern was followed up and resolved,
 - 2.2.5 a note of any action taken and by whom, decisions reached and the outcome;
 - 2.2.6 the name and position of the person making the record.

- 2.3 The School has a pro forma record which should be completed and passed on when reporting the matter in accordance with this policy. This pro forma is available on the MyConcern electronic platform or in hard copy in the Staff Room. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

3 **Use of reasonable force**

- 3.1 There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. "Reasonable" in these circumstances means using no more force than is needed.
- 3.2 Staff should refer to the School's Behaviour and policy and the staff code of conduct/safer working practice for more detailed guidance about the use of reasonable force.

Appendix 3 Dealing with allegations of child on child abuse

1 child on child abuse

- 1.1 Children of any age can abuse other children (often referred to as child on child abuse) and this can happen inside and / or outside school and / or online. This includes, but is not limited to:
- 1.1.1 bullying (including cyber-bullying and prejudice-based and discriminatory bullying);
 - 1.1.2 abuse within intimate personal relationships between peers (teenage relationship abuse);
 - 1.1.3 physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates and / or encourages physical abuse);
 - 1.1.4 sexual violence, such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts and genitalia under or over clothes, flicking bras, unwanted kisses or embraces) possibly with an online element which encourages sexual violence;
 - 1.1.5 sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - 1.1.6 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;
 - 1.1.7 consensual and non-consensual sharing of nude and semi-nude images (also known as "sexting" or "youth produced sexual imagery") means the taking and sending or posting of nude or semi-nude images, videos or lives streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline, for example via Apple's AirDrop;
 - 1.1.8 upskirting, typically involving taking a picture under a person's clothing without their permission, 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;
 - 1.1.9 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 include an online element);

2 The School's approach to child on child abuse

- 2.1 Staff understand that, even if there are no reports of child-on-child abuse at the School, it does not mean it is not happening; it may be the case that it is just not being reported. Staff understand the importance of reporting any concerns regarding child-on-child abuse to the DSL (or the DDSL in the DSL's absence).

- 2.2 Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The School will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up" can lead to a culture of unacceptable behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.
- 2.3 All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the school's behaviour and discipline and anti-bullying policies, so that appropriate action can be taken.
- 2.4 Appropriate action will involve supporting all members of the school community who may be involved as a priority. This may require investigation by the school or other agencies. Until investigations have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

3 Sexual violence and sexual harassment (SVSH)

- 3.1 Where the misconduct may constitute sexual violence ⁶ (rape, assault by penetration, sexual assault ⁷ or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.
- 3.2 Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.
- 3.3 SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.
- 3.4 The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The School acknowledges this and that children are likely to report such matters, if at all,

⁶ When referring to sexual violence the statutory guidance refers to sexual offences under the Sexual Offences Act 2003 as described above

⁷ Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom / breasts / genitalia without consent, can still constitute sexual assault.

to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.

4 Management of allegations of child on child SVSH

4.1 The initial report

4.1.1 The School recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.

4.1.2 The School acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

4.1.3 They should:

- (a) listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity;
- (b) where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm;
- (c) where there is an online element, considering the searching, screening and / or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child;
- (d) explain the next steps and how the report will be progressed;
- (e) make a written record of the report (recording the facts as the child has presented them);
- (f) inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

4.2 DSL's considerations

4.2.1 Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow and the facts may be difficult to establish. These decisions are made on a case by case basis taking all of the circumstances into account, in the best interest of the pupils involved. The School's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue.

4.2.2 In addition, the School will refer to [Cambridgeshire & Peterborough Safeguarding Partnership Board's Child-Sexual-Behaviour-Assessment-Tool](#) if there is a concern that a young person may be displaying sexually harmful

behaviours.

4.3 School's considerations

4.3.1 The school will consider:

- (a) the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children;
- (b) the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour⁸ has been displayed;
- (c) the ages and developmental stages of the children involved and any imbalance between them;
- (d) if there is an intimate personal relationship between the children;
- (e) whether there are any ongoing risks to those involved;
- (f) the time and location of any incident, any action required to make the location safer;
- (g) the wider context.

4.3.2 Before deciding how best to support and protect those involved. The school will undertake immediate risk and needs assessments. These will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.

4.3.3 The School will make a proportionate response to these matters in light of the circumstances and the factors identified above and decide if any further action is appropriate.

4.3.4 The School will do all it reasonably can to protect the anonymity of children involved in sexual violence or sexual harassment. Amongst other things, this will mean 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.

⁸ Hackett's sexual behaviours across a continuum table - which helps to identify whether sexual behaviours are normal, inappropriate, problematic, abusive or violent may be helpful here.

5 Investigations and findings

- 5.1 The School will record the findings of investigations undertaken by the police and / or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertaken or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances where this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the School should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.
- 5.2 The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and / or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/ or harmful sexual behaviours identified or the victim where concerns were found to be deliberately invented or malicious.

Appendix 4 Dealing with allegations made and / or concerns raised against members of staff, supply staff, volunteers and contractors

1 Key contact information

Below is the key contact information you may need to raise an allegation or low level concern under this policy.

DSL Mark Pryor	01733 343357 m.pryor@tps.ch.co.uk
Headmaster	01733 343357 headmaster@tps.ch.co.uk
Chair of Governors Mr Ken Craig	k.craig@tps.ch.co.uk
Nominated Safeguarding Governor Mrs Katie Hart	k.hart@tps.ch.co.uk
LADO	Telephone: 01733 864038 Out of hours: 01733 864180 Email: LADO@peterborough.gov.uk

2 Purpose and application

- 2.1 **Purpose:** the School takes safeguarding extremely seriously. It is of paramount importance that we maintain an open and transparent culture in which all concerns about adults are shared promptly, responsibly and with the right person. We recognise the importance of ensuring adults who work with, or otherwise come into contact with children, do so in a way that is consistent with our values, culture and expected standards of behaviour. We also recognise that concerns may arise in several ways and from a number of sources. The purpose of this policy is to provide a framework for all concerns to be raised, recorded and dealt with effectively by the School.
- 2.2 **Application:** the Policy applies to all adults working in or on behalf of the School (whether on a paid or unpaid basis), including governors, supply staff, volunteers and contractors (**Staff**).
- 2.3 **Other adults:** although this policy directly relates to those who work for the School, the School recognises that its safeguarding role extends to the protection of everyone associated with it, including adults who do not work for the School. Should concerns be raised about people who are not Staff or pupils, then they should be reported to the Headmaster or DSL who will take appropriate action and co-operate with the relevant agencies as appropriate..

2.4 **Statutory guidance:** this policy has regard to the following statutory guidance:

2.4.1 *Keeping children safe in education* (September 2025) (**KCSIE**). Part Four of KCSIE deals with allegations made and concerns raised about staff, supply staff, volunteers and contractors (**Staff**), who are all adults working for, or on behalf of, the School. It distinguishes between two categories of concerns / allegations that can be raised about Staff. These are:

- (a) concerns that do not meet the harm threshold, otherwise known as "low level concerns"; and
- (b) allegations that may meet the harm threshold.
- (c) *Working together to safeguard children* (July 2018, updated July 2022) (**WT**), which requires policies to be put in place setting out the process, including timescales for investigation and what support and advice will be available to individuals against whom allegations have been made. WT requires schools to have regard to KCSIE in order to fulfil their duties in respect of safeguarding and promoting the welfare of children.

3 **Key Staff duties**

3.1 **Staff behaviour:** all Staff must comply with the School's Code of Conduct which sets out appropriate and expected standards of behaviour.

3.2 **Duty to report:** as a member of Staff, you must immediately follow this policy to report **any** concerns you have about the conduct of a member of Staff or any other adult (which could include adults not employed by the School). This includes any concern however it arises, for example behaviour you have witnessed, a concern raised with you by a colleague, pupil, parent or another adult, or as result of checks or information brought to your attention.

3.3 **Duty to self-refer:** you must refer yourself to the Headmaster where, for example, you have found yourself in a situation which could be misinterpreted, which might appear compromising to others, and / or on reflection if you believe you have behaved in such a way that may fall below the standards expected of you.

3.4 **A culture of sharing:** All Staff have a positive obligation to support the School's culture of openness and sharing without fear of reprisal.

4 **What needs to be reported?**

4.1 **Reporting all concerns:** all concerns must be raised whether they are considered to be "low level" concerns or conduct which may meet the harm threshold.

4.2 **Low level concerns:** a low level concern is any concern, no matter how small, and even if no more than a sense of unease or a "nagging doubt", that a member of Staff may have acted in a way that is inconsistent with expected professional standards and / or the staff Code of Conduct, whether inside or outside work. No concern is too small or minor to raise under this policy.

4.3 **Concerns that meet the harm threshold:** allegations that may meet the harm threshold are those that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children, for example where the individual has:

- 4.3.1 behaved in a way that has harmed a child, or may have harmed a child; and / or
 - 4.3.2 possibly committed a criminal offence against or related to a child; and / or
 - 4.3.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and / or
 - 4.3.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside the School which creates a transferable risk.
- 4.4 **Definition of Harm:** it is important to understand the types of conduct that may be harmful to children, and to recognise that harm may not be limited to the most obvious types of physical abuse. There is no single legal definition of harm but to assist your understanding of what may amount to "harm" you should consider the following:
- 4.4.1 the Safeguarding Vulnerable Groups Act 2006 which does not give a definition of harm, encouraging people to apply a "normal, everyday meaning";
 - 4.4.2 the Children Act 1989 defines:
 - (a) "harm" as "ill-treatment or the impairment of health or development [including, for example, impairment suffered from seeing or hearing the ill-treatment of another]";
 - (b) "ill-treatment" as including "sexual abuse and forms of ill treatment which are not physical";
 - (c) "health" as "physical or mental health".

5 How to raise concerns and allegations

- 5.1 **Concerns about Staff:** Where you have a concern about the conduct of a member of Staff (other than the Headmaster) whether this a low level concern or an allegation of harm] that may meet the harm threshold you must raise this **immediately with the Headmaster**.
- 5.2 **Concerns involving the Headmaster and conflicts of interest:** where you identify a concern about the Headmaster, you must report the matter immediately to the Chair of Governors or the Nominated Safeguarding Governor without first notifying the Headmaster.
- 5.3 **Concerns involving Governors:** where you identify a concern about a Governor, you must report the matter immediately to the Chair of Governors or the Nominated Safeguarding Governor. If either the Chair of Governors or the Nominated Safeguarding Governor is the subject of an allegation, you must report the matter to the other.
- 5.4 **Concerns involving individuals/organisations using School premises: where the School** receives an allegation relating to an incident that happened when an individual or organisation was using the premises for the purposes of running activities for children (e.g. community groups, sports associations, or service providers that run extra-curricular activities) it will follow its own safeguarding policies and procedures, including informing the LADO.
- 5.5 **Reports to the DSL:** If it is not possible for you to make a report to the Headmaster or Chair of Governors or Nominated Safeguarding Governor, you must instead immediately make a

report to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Headmaster or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

6 The School's response to concerns and allegations

- 6.1 **Appropriate action:** the School will ensure that appropriate action is taken to address concerns that are raised under this policy.
- 6.2 **Assessing concerns:** The Headmaster (or, if the concern relates to the Headmaster, the Chair of Governors or the Nominated Safeguarding Governor) will determine whether the concerns raised are low level or potentially meet the harm threshold. The DSL, the Headmaster, the Chair of Governors and the Nominated Safeguarding Governor have all been trained to assess concerns, and to record and address them appropriately. Local guidance on dealing with allegations or concerns about an adult working with children are detailed in Appendix 6.
- 6.3 **Low level concerns:** If the School determines the concern is a low level concern, then the School will address the concern as appropriate. This will usually involve making the individual aware of the concern against them, undertaking any investigation that may be required and may include giving management guidance and advice or invoking the School's capability or disciplinary procedures.
- 6.4 **Borderline cases:** the Headmaster (or, if the concern relates to the Headmaster, the Chair of Governors or the Nominated Safeguarding Governor) may take advice from the LADO in borderline cases in order to establish whether the concern is a low level concern or an allegation that potentially meets the harm threshold. This may include conducting an initial "no names" conversation with the LADO about whether the harm threshold is met.
- 6.5 **Referral:** where the Headmaster (or, if the concern relates to the Headmaster, the Chair of Governors) considers the concerns raised potentially meet the harm threshold, the Headmaster (or, if the concern relates to the Headmaster, the Chair of Governors) will make a report to the LADO before further action is taken. The Headmaster (or, if the concern relates to the Headmaster, the Chair of Governors) may also seek advice from the LADO as appropriate. Where a LADO referral is appropriate, this will be made within one working day of the allegation being reported in accordance with this policy.
- 6.6 **Responding to an allegation that may meet the harm threshold:** where an allegation is made that may meet the harm threshold, the School will take advice from and co-operate with the LADO, the police, and any other external body that may be involved in the response to the allegation. The School will follow its internal procedures in order to investigate and respond to the allegation when it is appropriate to do so, and will keep the LADO informed of the action it is taking.
- 6.7 **Case Manager:** where an investigation is deemed necessary into an allegation of conduct that may meet the harm threshold, a "Case Manager" will be appointed by the School to lead the investigation. The Case Manager will be either the Headmaster or a person with appropriate authority appointed by the Headmaster. Where the Headmaster is the subject of an allegation, the Case Manager will usually be either the Chair of Governors or Nominated Safeguarding Governor.

7 Disclosure of information about concerns and allegations

- 7.1 **Informing the individual of a concern:** the School will in most cases inform the individual concerned about any low level concern that is raised about them.
- 7.2 **Informing the individual of an allegation where appropriate:** the Case Manager will consult with the LADO in order to agree if and when it is appropriate to inform the individual of the allegation.
- 7.3 **Communication and support for the individual subject to an allegation:** if and when it is appropriate to inform the individual of the allegation against them, the Case Manager will also offer appropriate pastoral support and will keep the individual informed of the timescales for the investigation under this procedure and the factors which may affect it. In all cases, the investigation will be concluded as soon as reasonably practicable.
- 7.4 **Looking after the welfare of any child involved:** the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as per referral guidance in this policy.
- 7.5 **Informing the child's parents / carers where appropriate:** the Case Manager will agree with the LADO when and how the parents or carers of the child / children involved will be informed of the allegation if they do not already know of it. The Case Manager will also agree with the LADO what information shall be shared with the parents / carers of the child / children as the case progresses. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 7.6 **Reporting restrictions:** the School is mindful of and will comply with the reporting restrictions under section 141 Education Act 2002 which prevent the identification of a teacher who is the subject of such an allegation in certain circumstances.
- 7.7 **Involvement of external agencies:** where the LADO(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the individual subject to the allegation, or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 7.8 **Concerns about supply staff and contractors:** where a concern / allegation has been made in respect of a member of supply staff or a contractor, the concern / allegation may be notified to their employer. Where a Case Manager has been appointed to investigate an allegation, the Case Manager will consult with the LADO before sharing any information with the individual's employer.

8 Early Years Foundation Stage (EYFS)

- 8.1 **Report to Ofsted:** the School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.
- 8.2 **Timescale for Ofsted report:** these notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made. A registered

provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

9 Referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency

9.1 **Report to the DBS:** the School is under a legal duty to make a referral to the DBS where a member of Staff is removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child. The DBS will then consider whether to impose sanctions which may restrict or prevent that person from working with children in future.

9.2 **Report to the Teaching Regulation Agency:** if a teacher is dismissed because they are found to have committed serious misconduct, or their conduct has breached the Teachers' Standards, or they resign prior to dismissal on such grounds, the School will also make a referral to the Teaching Regulation Agency. The Teaching Regulation Agency will consider whether to impose a prohibition order on that person which prevents them from undertaking teaching work in future.

10 Record keeping

10.1 **Records of low level concerns:** low level concerns will be recorded in writing. The record of the concern will be retained so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed. Records of low level concerns that have been addressed with an individual will usually be kept on the individual's personnel file. In addition all low level concerns, including those that have not been addressed formally under the School's procedures, will also be stored securely in a central file (**Concerns and Allegations Record**).

10.2 **Recording low level concerns:** the Concerns and Allegations Record will set out the name of the individual involved (if an individual is named), a brief description of the concern and the context in which it arose, any investigation that has been carried out, and the outcome / result of the investigation into the concern. The name of the individual who has raised the concern should also be noted. Where that individual wishes to remain anonymous the School will try to accommodate this as far as reasonably possible, but cannot guarantee anonymity in all circumstances.

10.3 **Records of allegations that may meet the harm threshold:** details of allegations that may meet the harm threshold will be recorded both on the individual's personnel file and the Concerns and Allegations Record. The individual's personnel file and the Concerns and Allegations Record will include a summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken in response to the allegation.

10.4 **Storage and security of Concerns and Allegations Record:** the Concerns and Allegations Record will be stored securely in the Headmaster's office and will be accessible by the Headmaster or the Chair of Governors only.

10.5 **Malicious or false low level concerns and allegations:** details of low level concerns and allegations found to be malicious or false will be removed from personnel records and the Concerns and Allegations Record.

10.6 **Retention of records:** information stored on staff personnel files about low level concerns and allegations that may meet the harm threshold, and the Concerns and Allegations

Record, will be retained by the School indefinitely. The School may in future be required to produce this information if it is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.

11 References

11.1 **Low level concerns:** low level concerns will not be disclosed in a reference unless they were addressed formally and resulted in a sanction under the School's disciplinary or capability policies and procedures and it is otherwise appropriate to disclose them.

11.2 **Allegations that meet the harm threshold:** allegations that meet the harm threshold will be disclosed in a reference if the allegation was found to be substantiated (including any cases in which any disciplinary sanction has expired). The School will not disclose information about allegations that were found to be false, unfounded, unsubstantiated, or malicious.

12 Questions

12.1 **Contact:** please contact the Headmaster if you have any questions about this policy.

Appendix 5 Charity Safeguarding procedures

1 Charity Safeguarding duties

- 1.1 As trustees of a charity, the trustees as Governing Body of the School, acknowledge in addition to their statutory duties to safeguard and protect children and adults at risk, they have a duty to take reasonable steps to protect everyone associated with the charity from harm, abuse or mistreatment whether working ongoing or in person. This protection of the people involved in the charity is central to its culture. The full extent of these additional Safeguarding duties is set out in the Charity Commission guidance: Safeguarding and Protecting People for Charities and Trustees. This guidance lists risks to be aware of, including discrimination, health and safety, cyber abuse and data breaches.
- 1.2 The contents of the School's Safeguarding and data protection suites of policies, the staff handbook and the Health and Safety policy set out how many concerns about these issues will be handled. If anyone has any Safeguarding concerns which have caused or may cause harm to anyone associated with the charity which are not expressly covered by those or other School policies, they should contact Mark Pryor, DSL without delay.
- 1.3 The trustees fulfil these duties by:
 - 1.3.1 leading by example and promoting a fair, inclusive and positive culture, ensuring that everyone involved with the charity feels able to report any concerns they may have, confident that they will be heard and responded to;
 - 1.3.2 setting and regularly (at least annually) reviewing the suitability of policies and procedures as a Board to ensure they remain fit for purpose and that they are followed in practice;
 - 1.3.3 establishing appropriate delegation arrangements for the effective governance and management of safeguarding matters within the charity;
 - 1.3.4 exercising proper oversight of the management of individual Safeguarding matters and a review of the performance of the charity's Safeguarding function, including consultation with stakeholders and appropriate trend analysis;
 - 1.3.5 being quick to respond to concerns, to carry out appropriate investigations and take necessary action;
 - 1.3.6 being open and transparent and not ignoring harm or downplaying failures;
 - 1.3.7 managing conflicts of interest and / or loyalty
 - 1.3.8 ensuring that staff receive training in Safeguarding at a level which is commensurate with their role;
 - 1.3.9 having clear recruitment and contracting processes and ensuring that proper due diligence is undertaken on the suitability of:
 - (a) staff (with regard to differing processes for international staff);

- (b) partner organisations
 - (c) contractors;
 - (d) beneficiaries.
- 1.3.10 ensuring that clear processes are in place relating to checks required where there are changes to the School structure or individual roles;
- 1.3.11 entering into appropriate agreements with other third parties (whether those who provide services to the Charity or directly to its beneficiaries (including pupils)) covering the relationship, their respective roles and monitoring and reporting requirements;⁹
- 1.3.12 exercising proper oversight of the Charity's online operations, adequately managing risk and ensuring that online services are suitable for users;
- 1.3.13 review its premises and security arrangements and arrangements for third party use to ensure appropriate measures are in place to keep people safe;
- 1.3.14 reviewing any grant-making undertaken to ensure appropriate policies and procedures are in place;
- 1.3.15 implementing suitable reporting and monitoring processes in place for any work overseas;
- 1.3.16 set out risks and how it will manage them in a risk register;
- 1.3.17 allocating sufficient funds for the effective management of Safeguarding and arranging appropriate insurance cover.

Ensuring a sufficient level of oversight of the charity's operations to manage risk and report any incidents which materially affect the charity's operations, finances, people or reputation can be reported to the Charity Commission in line with [How to report a serious incident in your charity](#) (Charity Commission, June 2019).

⁹ <https://www.gov.uk/government/publications/charities-due-diligence-checks-and-monitoring-end-use-of-funds>

Appendix 6 Local arrangements

The Cambridgeshire and Peterborough Safeguarding Children Partnership Board oversee local arrangements for Safeguarding and Child Protection. Their website can be found [here](#) and provides guidance for professionals including escalation procedures

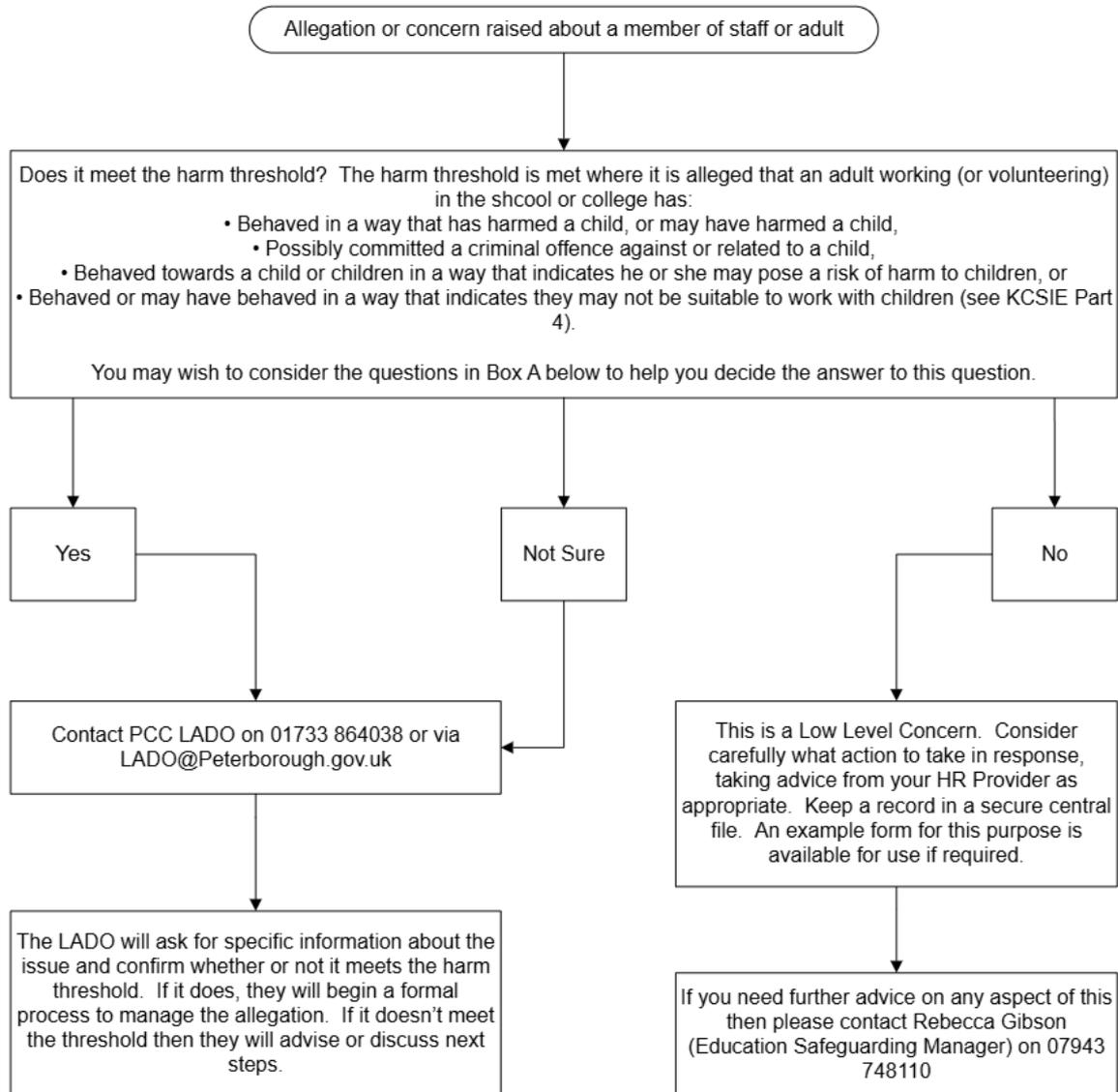
Information regarding referrals can be found [here](#) (this page contains links to online referral form and contact numbers)

The local threshold information can be found [here](#)

Details regarding Early Help (Targeted Support) can be found [here](#)

Local arrangements for dealing with an allegation or concern about an adult working with children are detailed on the next page

Dealing with Allegations or Concerns about an Adult Working with Children



Box A

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in or out of school or college?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

The list below links to documents that can be used in conjunction with this policy:

- [A guide to the data protection exemptions | ICO](#)
- [Addressing Child-on-Child Abuse](#)
- [After-school clubs, community activities, and tuition - safeguarding guidance for providers](#)
- [Alternative provision - GOV.UK](#)
- [Cambridgeshire & Peterborough Safeguarding Partnership Board](#)
- [Child abuse concerns: guide for practitioners - GOV.UK](#)
- [Child-Sexual-Behaviour-Assessment-Tool](#)
- [Contextual Risk Screening Tool](#)
- [Cyber security training for school staff - NCSC.GOV.UK](#)
- [Data Protection Act 2018](#)
- [DfE Non-Statutory Information Sharing Advice for Practitioners Providing Safeguarding Services for Children, Young People, Parents and Carers](#)
- [Domestic Abuse Act 2021](#)
- [Early years foundation stage statutory framework for childminders](#)
- [Education Act 2002](#)
- [Education for children with health needs who cannot attend school - GOV.UK](#)
- [Equality Act 2010](#)
- [Female Genital Mutilation Act 2003](#)
- [Generative AI: product safety expectations - GOV.UK](#)
- [Guidance for safer working practice for those working with children and young people in educational settings](#)
- [Home - Shore](#)
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education 2025](#)
- [Lucy Faithfull Foundation - Preventing child sexual abuse](#)
- [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#)
- [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK](#)
- [Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board](#)
- [National Prevent referral form](#)
- [Operation Encompass](#)
- [Prevent duty guidance: England and Wales \(2023\)](#)
- [Public Sector Equality Duty: guidance for public authorities - GOV.UK](#)
- [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- [Safer Corridors Action Toolkit](#)
- [Sexual Offences Act 2003](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)
- [Shore - Lucy Faithfull Foundation](#)
- [The Apprenticeships, Skills, Children and Learning Act 2009](#)

- [The Education \(Independent School Standards\) Regulations 2014](#)
- [The Non-Maintained Special Schools](#)
- [The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK](#)
- [United Kingdom General Data Protection Regulation](#)
- [When to call the police: Guidance for schools and colleges](#)
- [Working Together to Improve School Attendance](#)
- [Working Together to Safeguard Children: Statutory Guidance](#)