



Ken Stimpson Community School

Safeguarding and Child Protection Policy

Last Reviewed: - September 2019

This model policy for safeguarding and child protection in schools and educational settings in Peterborough is a guide only and will need to be adapted to fit each individual setting. It is recommended that this is done in consultation with other staff members.

SAFEGUARDING AND CHILD PROTECTION POLICY FOR KEN STIMPSON COMMUNITY SCHOOL

This policy has been adapted from the LA model child protection and safeguarding policy

Headteacher	Sign and Date	
Chair of Governing Body	Sign and Date	

Date for review (this policy will be reviewed annually)

Key Contacts

Key Contact list for Safeguarding at Ken Stimpson Community School

	Name	Telephone contact	email
Designated Safeguarding Lead	John Treliving	01733 765950	safeguarding@kscs.org.uk
Deputy Designated Safeguarding Lead	Roz Mercuri	01733 765950	safeguarding@kscs.org.uk
Safeguarding Team members	Kate Holcroft	01733 765950	safeguarding@kscs.org.uk
SPOC (for all Prevent referrals)	John Treliving	01733 765950	safeguarding@kscs.org.uk
Safeguarding Governor	Angela Stacey	01733 765950	

INTRODUCTION

Ken Stimpson Community School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges ‘Keeping Children Safe in Education’ (September 2019). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with ‘Annex A’ of ‘Keeping Children Safe in Education’ (September 2019) and ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (March 2015)

Through their day-to day contact with pupils and direct work with families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concerns

This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff and volunteers working in the school, including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION, through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING CHILDREN, particularly those who may have been abused or witnessed violence towards others

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

1. PREVENTION

1.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.

1.2. This school will therefore:

1.2.1 establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to;

1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;

1.2.3 Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

- 1.2.4 engage fully in the Early Help process to maximise the opportunity for timely intervention;
- 1.2.5 include in the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn for help;
- 1.2.6 include, in the curriculum, material which will:
 - help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
 - reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
 - embed online safety at every relevant opportunity;
- 1.2.7 ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

1.3 Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse and upskirting.

- 1.3.1 All forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

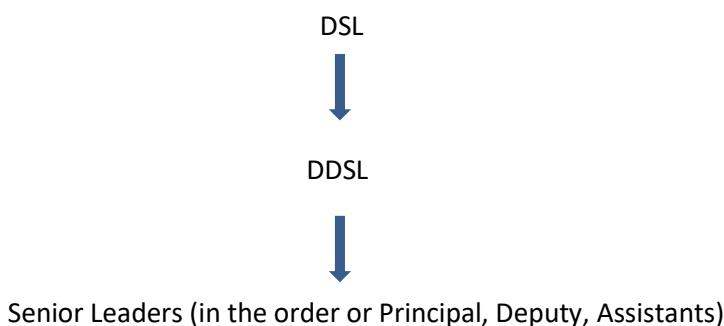
- 1.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual harassment will not be tolerated.
- 1.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 1.3.5 Include within the curriculum, information and, materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2. PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board ‘Inter-Agency Procedures’. A copy of these procedures can be found on their website: <http://www.safeguardingcambspeterborough.org.uk/children-board/>
- 2.2.1 The Designated Safeguarding Lead for Child Protection is: Mr Treliiving
- 2.2.2 The following members of staff have also received the Designated Safeguarding Lead Training: Mr Erwin, Ms Mercuri and Mrs Holcroft
- 2.2.3 The nominated governor for Safeguarding and Child Protection is Mrs Stacey
- 2.2.4 The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.
- 2.2.5 Contingency arrangements are in place should the Designated Safeguarding lead not be available.
- 2.2.6 The DSL and or a deputy will always be available during school or college hours. For out of hours concerns please email safeguarding@kscs.org.uk
- 2.2.7 It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.
- 2.2.8 The DSL and DPs should undergo two day training provided by Cambridgeshire Education Child Protection Service, and update this training every two years. Knowledge and skills in addition to this formal training should be refreshed regularly.
- 2.3. The Governing Body will:
- 2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.
- 2.3.1 Ensure that the role of DSL and DDSL is explicit in the role holder’s job description
- 2.3.2 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See ‘Keeping Children Safe in Education, Annex B’). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated at least every two years.
- 2.3.3 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually

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- 2.3.5 Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available

Contingency plan



- 2.3.6 Nominate a governor for safeguarding and child protection who has undertaken appropriate training
- 2.3.7 Ensure every member of staff and every governor knows:
- the name of the designated safeguarding leads/deputies and their role;
 - how to identify the signs of abuse and neglect;
 - how to pass on and record concerns about a pupil;
 - that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DDSL;
 - that they have a responsibility to provide a safe environment in which children can learn;
 - where to find the Inter – Agency Procedures on the Safeguarding Children Partnership Board website;
 - their role in the early help process;
 - the process for making referrals to children's social care.
- 2.3.8 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required but at least annually.
- 2.3.9 Governing bodies should ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school *brochure/website/prospectus*.
- 2.3.10 Governing bodies should ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are

addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

- 2.3.11 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.

These checks include:

Risk Assessment

Attendance report from provider

Termly visit by a member of staff.

- 2.3.12 Governing bodies should ensure that this policy is available publically, either via the school website or by other means.

2.4 Liaison with Other agencies

The school will:

- 2.4.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils;
- 2.4.2 cooperate as required, in line with 'Working Together to Safeguard Children 2018', with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups;
- 2.4.3 notify the relevant Social Care Unit immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (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.
- 2.4.4 follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements. i.e. when parents arrange for a child to stay with an adult who is not a close relative for more than 28 days.

2.5 Record Keeping

The school will:

- 2.5.1 keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;

- 2.5.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location and ensure electronic records are stored on the schools identified, purpose-build secure platform CPOMS
- 2.5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' (September 2019) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.
The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving
- 2.5.4 make parents aware that such records exist, except where to do so would place the child at risk of harm.
- 2.5.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

- 2.6.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.6.2** Staff and volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, they should seek advice from a senior manager or outside agency as required.
- 2.6.3** Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.
- 2.6.4** The Head teacher or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.
- 2.6.5 If a member of staff receives Subject Access Request (under the Data Protection Act 2018) from pupil or a parent they will refer the request to the DSL or Headteacher.
- 2.6.6** All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.6.7** All staff must be aware that they cannot promise a child to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.

- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- Record when decisions are made to share or withhold information, who information has been shared with and why. (See ‘Working Together to Safeguard Children,’ July 2018)
- Seek advice about confidentiality from outside agencies if required. (See ‘Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,’ DfE, July 2018).

2.7 Communication with parents/carers

The school will:

- 2.7.1 ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure/on the school website;
- 2.7.2 undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents;
- 2.7.3 Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. [Further guidance on this can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board]. Particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.
- 2.7.4 record what discussions have taken place with parents on the Log of Concern about a Child’s welfare. If a decision has been made not to discuss with parents, the reason should be recorded.

2.8 Dealing with Sexual Violence and Sexual harassment between children

The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to ‘unwanted conduct of a sexual nature’, such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

- 2.8.1 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.8.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.8.3 Make decisions on a case-by-case basis.
- 2.8.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.8.5 Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review.
- 2.8.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.8.7 Liaise closely with external agencies, including police and social care when required.
- 2.8.8 Further guidance can be found in ‘Keeping Children Safe in Education 2018’ Part Five, (September 2019) ‘Sexual violence and sexual harassment between children in schools and colleges’ (DfE May 2018) and ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’ (UKCCIS)

3. SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and neglect and as such will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will

ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

3.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

3.5 Developing productive and supportive relationships with parents/carers.

3.6 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for:

3.6.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we 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.

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.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate

3.6.2 Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated with criminality

3.6.3 Children Living with Substance Misusing Parents/Carers

Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parent/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable care givers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

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When there is evidence or reasonable cause:

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

3.6.5 Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. 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.

At Ken Stimpson Community School we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council/Peterborough City Council (delete as appropriate) to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire'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)/Domestic Abuse (DA) Lead.

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’.

3.6.6 Children at risk of ‘Honour-base’ Violence, including Female Genital Mutilation (FGM)

So called ‘honour-based’ violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.

Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the school’s agreed safeguarding procedures when concerned.

The DSL will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if against the pupil’s wishes. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

In accordance with statutory duty, all **known** cases of FGM in girls under the age of 18 will be reported to the police.

3.6.7 Children at risk of Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board’s Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

3.6.8 Children at risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.

This activity can be perpetrated by groups or individuals, males or females, young people or adults.

Any child or young person under the age of 18 (or vulnerable adult over the age of 18) can be affected. As with CSE, this kind of exploitation can *appear* to be consensual.

Key to identifying potential involvement in county lines are episodes of missing.

School child protection procedures will be followed where concerns are raised.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate

3.6.9 Children with Family Members in Prison

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.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

3.6.10 Children at risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.6.11 Children Frequently Missing Education

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors 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.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6.12 Children who are Young Carers

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.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.6.13 Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School 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 in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board ‘Inter - Agency Procedures.’

3.6.14 Children showing signs of Abuse and/or Neglect

The School recognises that experiencing abuse or neglect 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 or neglect 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.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.6.15 Privately Fostered Children

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 relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any ‘Private Fostering’ arrangements and refer to the Specialist Fostering Team

4 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of ‘Keeping Children Safe in Education’ (2019). This section should be read in conjunction with the school’s Safer Recruitment Policy.

4.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training
(Include who has completed the Safer Recruitment training).

4.3 Any allegation of abuse made against a member of staff or volunteer will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C1

(Cambridgeshire) and Appendix C2 (Peterborough). The school will follow the procedures set out in Part four of ‘Keeping Children Safe in Education’ (2019).

4.4 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in ‘Keeping Children Safe in Education’, (2019) and the school’s Personnel Manual from EPM Ltd or other HR provider (for subscribing schools).

4.5 The Headteacher or Chair of governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

4.6 The school will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.7 Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

4.9 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the the Local Authority’s Code of Conduct: ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’ (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

4.10 All staff have signed to confirm that they have read ‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’ (May 2019).

4.11 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

4.12 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

5 OTHER RELATED POLICIES

5.1 Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy

5.2 Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

5.3 Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

5.4 Prejudice Related Incidents

Our policy on prejudiced related incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

5.5 Health and Safety

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

5.6 Online Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. Online safety is included in the curriculum at all levels and information will be provided to parents.

5.7 Use of Mobile Phones Policy

This is a requirement for all Nursery or primary schools with EYFS.

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

5.8 Extended Schools and Before and After School Activities

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding

children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy also links to our policies on:

1. Anti Bullying
2. Behaviour for Learning
3. Staff Code of Conduct
4. Staff Discipline and Grievance
5. Equality Policy
6. SEND Policy
7. Whistleblowing
8. Complaints Procedure
9. Attendance and Punctuality
10. E-Safety
11. IT Acceptable Use
12. Supporting Students with Medical Conditions
13. Health and Safety
14. Critical Incident Plan

6.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

6.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the full governing body, and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

6.2 Extended Schools and Before and After School Activities (on or off school site)

6.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

6.2.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures

in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on and will be reviewed on

Signed by the Headteacher

Chair of Governors

Designated Safeguarding Lead
(if appropriate).

Appendix A

Four categories of abuse

Physical Abuse - 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.

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.
- It may involve:
 - Seeing or hearing the ill-treatment of another
 - Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
 - The exploitation or corruption of children
 - Some level of emotional abuse is involved in all types of maltreatment although it may

- occur alone
-
- 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.
- This may involve:
- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).
-
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures <http://www.safeguardingcambspeterborough.org.uk/children-board/>

Education Safeguarding Team

ECPSGeneral@cambridgeshire.gov.uk

Police Child Abuse Investigation Unit

Tel: 101

Useful Contacts - Cambridgeshire

Early Help Hub (EHH)

Tel: 01480 376666

Customer Service Centre – social care referrals

Tel: 0345 045 5203

Emergency Duty Team (out of hours)

Tel: 01733 234724

Local Authority Designated Officer (LADO)

LADO@cambridgeshire.gov.uk

Tel: 01223 727967

Jackie Ward

Lynn Chesterton

Named Senior Officer for allegations

Education Adviser - Chris Meddle

Education Adviser – Diane Stygal

Tel: 01223 703564

Tel: 01223 507115

Useful Contacts - Peterborough

Early Help

Tel: 01733 863649

Customer Service Centre – social care referrals

Tel: 01733 864180

Emergency Duty Team (Out of hours)

Tel: 01733 234724

Local Authority Designated Officer (LADO)

Gisela Jarman

Jane Bellamy

Tel: 01733 864030

Tel: 01733 864790

Relevant Documents

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2019)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

