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INTRODUCTION

The Peterborough School fully recognises the responsibility it has under paragraph 7 of the Education (Independent School Standards) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of pupils at the school.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2020). 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 2020) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015). Other applicable guidance is set out in Appendix B of this policy.

This policy is also designed to address the School's charity law safeguarding duty to:

- provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;
- 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;
- have adequate safeguarding policies, procedures and measures to protect people;
- provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the Charity Commission.

This policy applies to the whole school including the Early Years Foundation Stage (EYFS) and applies to core School activities and to out of hours and commercial activities. It applies at all times including where pupils or staff are away from the School.

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 concern.

This policy is consistent with the Safeguarding Children Partnership Board procedures.

Definitions

Safeguarding is promoting well-being and welfare by safeguarding and promoting the welfare of children (as defined below) and protecting the rights of adults to live in safety, free from abuse and neglect.

Safeguarding and promoting the welfare of children is defined in KCSIE as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Our policy applies to all **staff** which includes all those who work for or on behalf of the School, paid and unpaid, including governors, volunteers and contractors. 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.

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. The School will take reasonable steps to ensure that its pupils and others who come into contact with the School do not, as a result, come to harm or are exposed to abuse.
- 1.2. Any safeguarding concern raised by any person will be taken seriously and action taken in accordance with the relevant School policies and procedures.
- 1.3. 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. Safeguarding and promoting the welfare of children is **everyone's** responsibility.
- 1.4. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.5. The school will therefore:
 - 1.5.1. Establish and maintain an environment where children feel safe in both the real and the virtual world including in a digital context and are encouraged to talk and are listened to.
 - 1.5.2. 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.
 - 1.5.3. 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 digital world, adjusting behaviour to reduce risks, and provide information about who to turn to for help.
 - 1.5.4. Include in the curriculum material which will help children develop realistic attitudes to fostering health and respectful relationships with others and the responsibilities of adult life, particularly with regard to child care and parenting skills.
 - 1.5.5. 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. The School has appropriate filters and monitoring systems in place and is mindful that this should not lead to unnecessary restrictions on learning.

1.6. 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 (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, sexual harassment; sexting (also known as youth produced sexual imagery); initiation / hazing type violence and rituals; and upskirting

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and is part of the Voyeurism (Offences) Act, April 2019

1.7. All forms of peer on peer abuse are unacceptable and will be taken seriously. Such abuse should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'.

1.7.1. The school takes steps to minimize the risk of all types of peer on peer abuse and will therefore:

- Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment, will not be tolerated.
- 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.
- Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment, as "banter" or simply an inevitable part of growing up.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.
- Ensure robust anti-bullying procedures are in place (see the School's anti-bullying policy) and risk assessments are carried out and kept under review. Appropriate action is taken to protect pupils identified as being at risk including the particular vulnerabilities of those with a special educational need or disability.

2. GOVERNING BODY'S SAFEGUARDING RESPONSIBILITIES

2.1. The governing body fully recognises its responsibilities with regard to safeguarding and aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times. The Governing body will:

- 2.1.1. Nominate a governor for safeguarding and child protection, who has undertaken appropriate training and who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- 2.1.2. Ensure an annual report is made to the full governing body and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay.
- 2.1.3. 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. See section 11 below for further information about the annual review of safeguarding.
- 2.1.4. Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- 2.1.5. Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

2.2. The Governing body will:

- 2.2.1. 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 all aspects of safeguarding and child protection (including online safety). 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.
- 2.2.2. Ensure that the role of DSL and DDSL is explicit in the role holder's job description.
- 2.2.3. Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. The DSL will be given the time, funding, training, resources and support 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. (See 'Keeping Children Safe in Education, Annex B for the main responsibilities of the DSL'). The DSL and deputies have undertaken the two-day training provided by the Education Child Protection Service to provide them with the knowledge and skills required to carry out the role. This includes Prevent awareness training and is updated at least every two years.
- 2.2.4. 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** to allow them to understand and keep up with any developments relevant to their role.
- 2.2.5. Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the point of induction. Staff members are required to log a concern via the electronic system (MyConcern) and submit it to the DSL/DDSL immediately.
- 2.2.6. Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- 2.2.7. 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 (see [Appendix A](#));
 - how to pass on and record concerns about a pupil; (see [Section 3.5](#))
 - 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 ([Section 3](#));
 - their role in the early help process;
 - the process for making referrals to children's social care.
- 2.2.8. Ensure all staff members undergo safeguarding and child protection training at induction that includes:
 - this policy;
 - the role, identity and contact details of the DSL and DDSLs;
 - the pupil behaviour policy for pupils;
 - the staff code of conduct including the whistleblowing policy, staff social media policy and acceptable use policy;
 - the safeguarding response to children who go missing from education;
 - the School's approach to online safety;

- safeguarding training in accordance with Safeguarding Children Partnership Board procedures including guidance on managing a report of peer-on-peer harmful sexual behaviour;
- a copy of Part 1 KCSIE and also, Annex A of KCSIE by school leaders and all staff who work directly with children and
- appropriate Prevent duty training.

2.2.9. Ensure that all staff including the Head will receive a copy of this policy and Part 1 of KCSIE. Ensure that all school leaders and those who work directly with children will also receive Annex A of KCSIE, and will be required to confirm that they have read and understand these documents. Ensure that all staff undertake appropriate safeguarding training that is regularly updated in accordance with Safeguarding Children Partnership Board guidance. In addition to this training all staff members receive regular safeguarding and child protection updates via a variety of mechanisms which may include email, e-bulletins and staff meetings as required but at least annually.

2.2.10. Staff development training will also include training on online safety, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the School. 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, harmful sexual behaviour, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

2.2.11. 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.

2.2.12. Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see Appendix B for contact details).

2.2.13. 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 website (<http://www.thepeterboroughschool.co.uk/page/?title=Safeguarding&pid=188>)

2.2.14. Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teachers and school and leadership staff.

2.2.15. 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.

2.3. Responsibilities of staff in relation to safeguarding

2.3.1. 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. All staff have a duty to:

- report any concerns they may have about the safety and/or wellbeing of pupils;

- report any concerns they may have about the safety and/or wellbeing of other persons associated with the School;
- report any safeguarding concerns about staff or anyone else associated with the School.

2.3.2. The procedures for doing so are set out below. If staff are unsure about the process, they should not hesitate to speak to the DSL, senior leadership team or directly to children's social care or police in their absence for guidance.

3. PROCEDURES

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/>

3.1. The Designated Safeguarding Lead for Child Protection is:

Name	Telephone contact	Email / Notes
Mr Mark Pryor Head of Pastoral Care	01733 343357 Ext 741	m.pryor@tps.ch.co.uk

3.2. The following members of staff are Deputy Designated Safeguarding Leads and have also received the Designated Safeguarding Lead training:

Name	Telephone contact	Email/Notes
Mr Ross Cameron Deputy Headmaster	01733 343357 Ext 720	r.cameron@tps.ch.co.uk
Mr Adrian Meadows Headmaster	01733 343357	Headmaster@tps.ch.co.uk
Mrs Pauline Bellamy Nursery Manager	01733 355747	p.bellamy@tps.ch.co.uk
Mrs Sarah Ward Head of Individual Learning	01733 343357	s.ward@tps.ch.co.uk

The Designated Safeguarding Lead in the Early Years Foundation Stage, Nursery, Preparatory School and Senior School is Mr Mark Pryor, Head of Pastoral Care, and he is responsible for all day-to-day management and procedures relating to Safeguarding and Child Protection. If Mark Pryor is not available, then Mr Ross Cameron, Deputy Headmaster and Deputy Designated Safeguarding Lead should be referred to. If both the Head of Pastoral Care and the Deputy Headmaster are absent other Deputy Designated Safeguarding Leads should be contacted; in this case, the Headmaster assumes responsibility for all Child Protection arrangements. In the Nursery, if Mark Pryor is not available (e.g. out of term time) then concerns should be referred to Mrs Pauline Bellamy, Nursery Manager, who is also a Deputy Designated Safeguarding Lead. If the Head of Pastoral Care and the Nursery Manager are absent then other DPs should be contacted as set out in point 3.3. At all other times staff may refer to the Peterborough Safeguarding Children Partnership Board for guidance – see contact details in Appendix B.

3.3. The nominated governor for Safeguarding and Child Protection is:

Name	Telephone contact	Email/Notes
Safeguarding Governor Mrs Katie Hart	01733 243084	Chairperson of the Governors' Safeguarding Subcommittee (includes Child Protection, Health & Safety, SENDA, Recruitment, Nursery & Security)
Chair of Governors Ms Lynne Ayres	01733 343357	

3.4. Reporting a concern about a pupil

- 3.4.1. Any member of staff, volunteer or visitor to the School who is concerned about a child's welfare MUST report the matter immediately to the Designated Safeguarding Lead. In the absence of the DSL, a Designated Deputy Safeguarding Lead should be notified or, in the exceptional circumstances where no DSL or Designated Deputy Safeguarding Lead is available, the matter should be brought to the attention of their line manager or a member of the senior leadership team and / or advice should be sought from children's social care. Please see the separate procedures for dealing with allegations against staff and volunteers below ([Section 6](#)).
- 3.4.2. Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 3.4.3. Teachers MUST report to the police known cases of female genital mutilation (FGM) in under 18s. See below for further information about FGM and this reporting duty.
- 3.4.4. In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.
 - 3.4.4.1. Where a child is suffering, or is likely to suffer from harm, a referral should be made to children's social care and/or the police immediately.
 - 3.4.4.2. Anybody can make a referral in these circumstances. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible. See below for more details on making a referral.
 - 3.4.4.3. Information regarding concerns will be recorded on the same day and will include a clear, precise, factual account of observations or events.

3.5. Receiving a disclosure and recording a concern

- 3.5.1. Effective safeguarding practice includes:
 - not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
 - recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
 - listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
 - considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is

present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made.

- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The DfE Searching, Screening and Confiscation and UKCCIS Sexting Advice documents provide more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.
- Staff should log the concern via the electronic system (MyConcern) giving full details and submit it to the DSL/DDSL immediately. All records will be dated and will include any action taken.
- Ensure that the DSL or DDSL are always available (during school/nursery hours) 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 DDSLs are not available. In these circumstances staff should consider speaking to a member of the senior leadership team and/or take advice from social care.

3.5.2. Receiving a report of harmful sexual behaviour

- Additional guidance about how to manage a report of harmful sexual behaviour is provided in Part 5 KCSIE.

3.5.3. Use of reasonable force

- 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.
- Staff should refer to the Lawful Restraint Policy for more detailed guidance about the use of reasonable force.

3.6. Action by the DSL

- 3.6.1. On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Safeguarding Children Partnership Board procedures and referral threshold document. Such action may include managing any support for the pupil internally via the School's own pastoral support processes, seeking advice from children's social care where required; an early help assessment; or a referral for statutory services.
- 3.6.2. The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.

- 3.6.3. 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.
- 3.6.4. If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

3.7. Managing Support for Pupils Internally

- 3.7.1. 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 10.
- 3.7.2. The School will support the pupil through:
- Curricular opportunities to encourage self-esteem and self-motivation
 - An ethos that actively promotes a positive, supportive and safe environment and values the whole community
 - Support from staff members in the pastoral team which may include Form Tutors, Heads of Key Stage, School Nurse, Head of Pastoral Care, School Counsellor.
 - Liaison with other agencies which support the pupil such as Child and Adolescent Mental Health Services and Early Help Teams.

3.8. Early Help

- 3.8.1. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. The School understands that providing early help is more effective in promoting the welfare of children than reacting later.
- 3.8.2. The School's safeguarding training includes guidance about the early help process 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:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing / goes missing from care or from home;
 - is at risk of modern slavery, trafficking or exploitation;
 - is at risk of being radicalised or exploited;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - is misusing drugs or alcohol themselves;
 - is looked after or has returned home to their family from care;
 - is a privately fostered child.
- 3.8.3. A member of staff who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

- 3.8.4. 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 and carrying out this role. In some cases staff may be required to take a lead role.
- 3.8.5. 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.

3.9. Making a referral

- 3.9.1. **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.** The contact details for children's social care are set out at the front of this policy. Anyone has the right to make a referral to children's social care or the police.
- 3.9.2. Statutory assessments
- 3.9.2.1. 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:
- 3.9.2.2. **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.
- 3.9.2.3. **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.
- 3.9.3. Staff required to make a direct referral may find helpful the flowchart set out on page 13 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.
- 3.9.4. Parental consent is not required to make a referral to statutory agencies.
- 3.9.5. 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:
- personal details of the child including the child's developmental needs;
 - detailed information about the concern;
 - 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.
- 3.9.6. If the referral is made by telephone, this should be followed up in writing.
- 3.9.7. If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.
- 3.9.8. 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.

3.9.9. 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. Details of these procedures can be found in the Cambridgeshire & Peterborough LSCB Resolving Professionals Differences (Escalation) Policy.

3.10. **Liaison with Other Agencies**

3.10.1. The school will:

- 3.10.1.1. Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- 3.10.1.2. Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including early help assessments, assessments and child protection investigations under the Children Act 1989, attendance and providing written reports at child protection conferences and core groups.
- 3.10.1.3. Make a referral to the Police immediately if it is suspected or believed that a crime has/had been committed.
- 3.10.1.4. Notify the relevant Social Care Unit 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.

3.10.2. 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 Work Unit will also be informed.

3.11. **Additional Reporting**

3.11.1. 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:

3.11.2. **Health and Safety Executive**

3.11.2.1. 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.

3.11.3. **Charity Commission**

3.11.3.1. The School is a registered charity and is required to report all serious incidents to the Charity Commission in accordance with the guidance [How to report a serious incident in your charity \(Charity Commission, September 2017\)](#).

3.11.3.2. Serious incidents that will be reported to the Charity Commission include suspicions, allegations or incidents of abuse involving pupils. This is likely to involve the following:

- 3.11.3.2.1. Pupils have been, or are alleged to have been, abused or mistreated while under the care of the School or by someone connected with the School, for example a Governor, staff member or volunteer;
- 3.11.3.2.2. there has been an incident involving the abuse or mistreatment (alleged or actual) of someone and this is connected with the activities of the School;
- 3.11.3.2.3. there has been a breach of the School's procedures or policies which has put pupils at risk, including failure to carry out checks which would have identified

that a person is disqualified in law, under safeguarding legislation, from working with children.

- 3.11.3.3. The School will notify the Charity Commission of other agencies to which the incident has been reported in accordance with this policy.

3.11.4. Insurers

- 3.11.4.1. 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.
- 3.11.4.2. 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.

3.12. Record Keeping

3.12.1. The school will:

- 3.12.1.1. Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing
- 3.12.1.2. Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location. Ensure electronic records are stored on an identified, purpose-built, secure platform – MyConcern.
- 3.12.1.3. 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 2020) 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.
- 3.12.2. Make parents aware that such records exist except where to do so would place the child at risk of harm.
- 3.12.3. Ensure all actions and decisions are led by what is considered to be in the best interests of the child.
- 3.12.4. The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data for the benefit of pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

3.13. Confidentiality and information sharing

- 3.13.1. The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. 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. The School understands that the GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.
- 3.13.2. 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.

3.13.3. The school will:

- 3.13.3.1. Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- 3.13.3.2. Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- 3.13.3.3. Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- 3.13.3.4. Ensure staff are clear with children that they cannot promise to keep secrets.

3.13.4. 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. The Designated Safeguarding Lead/Deputies will:

- 3.13.4.1. Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- 3.13.4.2. Consider whether it necessary to obtain consent to share information in accordance with data protection legislation and be mindful of situations where to obtain consent 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.
- 3.13.4.3. 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)
- 3.13.4.4. [In cases where the 'serious harm test' is met, the School must withhold providing the data in compliance with the School's obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the School will seek independent legal advice.](#)
- 3.13.4.5. 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).

3.14. **Communication with Parents/Carers**

The school will:

- 3.14.1. Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- 3.14.2. Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- 3.14.3. 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.

3.14.4. Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 3.13.2)

3.15. **Dealing with peer on peer abuse**

3.15.1. Allegations against pupils should be reported in accordance with the procedures set out in this policy. If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 KCSIE and take into account the local response of the police and children's social care to these issues (see also 3.16 below). The views of the alleged victim will be taken into account but will not be determinative.

3.15.2. A pupil against whom an allegation of abuse has been made may be suspended from the School as a neutral measure during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care and / or the police, as appropriate, on when and how to inform the pupil and his / her parents about the allegations and how investigation of such allegations will be conducted. The School will carry out risk assessments and take all appropriate action to ensure the safety and welfare and continued education of all pupils including the pupil or pupils accused of abuse.

3.15.3. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of relevant agencies, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

3.15.4. 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.

3.16. **Dealing with Sexual Violence and Sexual Harassment between children**

3.16.1. 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.

3.16.2. Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The School will respond to allegations seriously and all victims will be offered appropriate support.

The school will:

3.16.2.1. Be clear that sexual violence and sexual harassment will not be tolerated.

3.16.2.2. Provide training for staff on how to manage a report of sexual violence or sexual harassment.

- 3.16.2.3. Make decisions on a case-by-case basis.
- 3.16.2.4. Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 3.16.2.5. 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.
- 3.16.2.6. Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 3.16.2.7. Liaise closely with external agencies, including police and social care, when required.

3.16.3. Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2020), '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' published by the UK Council for Child Internet Safety (UKCCIS).

3.17. **Reporting concerns about someone else's welfare**

- 3.17.1. Staff who have concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.
- 3.17.2. In the absence of an express procedure about reporting, they should report such concerns to their line manager in the first instance.

4. **SUPPORTING CHILDREN**

- 4.1. The school recognises that **any** child may be subject to abuse [and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation](#) and as such will support all children by:
 - 4.1.1. Providing curricular opportunities to encourage self-esteem and self-motivation.
 - 4.1.2. Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
 - 4.1.3. 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.
 - 4.1.4. 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.
 - 4.1.5. Developing productive and supportive relationships with parents/carers.
- 4.2. 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 those:

4.3. Children with Disabilities, Additional Needs or Special Educational Needs

- 4.3.1. 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.
- 4.3.2. Where 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.
- 4.3.3. 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.
- 4.3.4. 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.
- 4.3.5. 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.
- 4.3.6. 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.
- 4.3.7. Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
 - pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
 - there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

4.4. Young Carers

- 4.4.1. 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.
- 4.4.2. 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.

4.5. Children at Risk of Criminal Exploitation

- 4.5.1. Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.
- 4.5.2. **All staff will consider whether children are at risk of abuse or exploitation in situations outside their families.** 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.
- 4.5.3. 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 criminal exploitation.
- 4.5.4. 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 response to children and young people who go missing, particularly on repeat occasions – (see 4.6.4).

4.6. Children Frequently Missing Education

- 4.6.1. The 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.
- 4.6.2. 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.
- 4.6.3. The school endeavours 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.
- 4.6.4. When a child is missing from education, the school follows the procedure as set out in Peterborough/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.
- 4.6.5. 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).

4.7. Children Misusing Drugs or Alcohol

- 4.7.1. 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 criminality

4.8. Children at Risk of Child Sexual Exploitation

- 4.8.1. 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.
- 4.8.2. 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.
- 4.8.3. The Designated Personnel 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.
- 4.8.4. 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 4.6.4).

4.9. Children Living with Substance Misusing Parents/Carers

- 4.9.1. Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 4.9.2. When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 4.9.3. 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 caregivers 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 the unborn child

4.10. Children Living with Domestic Abuse

- 4.10.1. 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.
 - 4.10.2. 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.
 - 4.10.3. 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.
 - 4.10.4. At The Peterborough School we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.
 - 4.10.5. 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.
 - 4.10.6. 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*'.
- 4.11. **Children at risk of 'Honour- Based' Violence including Female Genital Mutilation and Forced Marriage**
- 4.11.1. 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.
 - 4.11.2. FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.
 - 4.11.3. In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

- 4.11.4. 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 38-41 of the [Multi-agency statutory guidance on FGM \(HM Government, April 2016, updated October 2018\)](#) (pages 59-61 focus on the role of schools).
- 4.11.5. 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.
- 4.11.6. 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 13-14 of the [Multi-agency guidelines: handling case of forced marriage \(HM Government, June 2014\)](#). Staff should speak to the DSL if they have any concerns.
- 4.12. Looked after children and children who have returned home to their family from care**
- 4.12.1. The school 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.
- 4.12.2. 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 Peterborough/Cambridgeshire Local Safeguarding Children Board 'Inter - Agency Procedures.'
- 4.12.3. 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.
- 4.13. Children showing signs of Abuse and/or Neglect**
- 4.13.1. 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.
- 4.13.2. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college 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 [take a variety of different forms and children can be vulnerable to multiple harms including \(but not limited to\) sexual exploitation, criminal exploitation, and serious youth violence](#).
- 4.13.3. 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](#)).

4.14. Children at Risk of Radicalisation

- 4.14.1. 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.
- 4.14.2. The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.
- 4.14.3. Staff are required to be alert to changes in children's behaviour 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.
- 4.14.4. 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).

4.15. Privately Fostered Children

- 4.15.1. 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 relative in their own home for 28 days or more.
- 4.15.2. The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

4.16. Children who have Family Members in Prison

- 4.16.1. 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.
- 4.16.2. 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.
- 4.16.3. The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.
- 4.16.4. The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

5. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 5.1 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' (2020). Please see the school's Safer Recruitment Policy.
- 5.2 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:

- Mr Adrian Meadows, Headmaster
- Mr Steve Dharamraj, Bursar
- Mr Ross Cameron, Deputy Head
- Mr Mark Pryor, Head of Pastoral Care
- Mrs Ann-Marie Elding, Head of Preparatory School
- Mrs Pauline Bellamy, Nursery Manager

- Mrs Zana Clark, Domestic Bursar
- Miss Holly Reynolds, Human Resources Administrator

5.3 The School maintains a single central register of appointments for all staff.

5.4 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.

6. DEALING WITH ALLEGATIONS AGAINST STAFF

6.1. The School has procedures for dealing with allegations against staff:

6.1.1. The procedures that apply to staff who pose a risk of harm to children are set out below and aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations and that follow Part Four of Keeping Children Safe in Education (2020).

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

6.2. 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.

6.3. These procedures will be used where the teacher, the Headmaster, Governor, volunteer or other member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

6.4. Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

6.5. Reporting an allegation (see also the allegations flowchart at Appendix C)

6.5.1. **If a member of staff has a safeguarding concern or an allegation is made about another member of staff (including the DSL and volunteers) posing a risk of harm to children, then this must be referred to the Headmaster.;**

6.5.2. **In cases where the Headmaster is the subject of concerns/allegations, it must be reported to the Chair of Governors, Ms Lynne Ayres, or the Safeguarding Governor in her absence, without first notifying the Headmaster.**

6.6. 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 (2020)' and the school's Employment Handbook.

6.7. The Headmaster 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 Headmaster 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.

- 6.8. The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the accused and the parents will not be informed until these agencies have been consulted and it has been agreed what information can be disclosed. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.
- 6.9. 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. These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.
- 6.10. The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply 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.
- 6.11. Staff, supply 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. All action will be in accordance with Part 4 of KCSIE.
- 6.12. 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. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy. Whether or not the person making the allegation is a pupil (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.
- 6.13. 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 School's Code of Conduct and 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.
- 6.14. All staff have signed to confirm that they have read a copy of the School's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).
- 6.15. The school will ensure that staff, supply 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).
- 6.16. 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.

6.17. Ceasing to use staff

- 6.17.1. If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Proprietor without delay. The School may also need to consider a referral to the DBS if a member of staff is suspended or deployed to another area of work that is not regulated activity.
- 6.17.2. If a member of staff tenders his or her resignation or ceases to provide his or her services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the School in accordance with this policy and a referral to the DBS will be made promptly if the criteria for referral are met.
- 6.17.3. Separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) should be made where a teacher has been dismissed or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

6.18. Record keeping

- 6.18.1. Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 6.18.2. An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
- 6.18.3. The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

7. USE OF MOBILE DEVICES (INCLUDING IN THE EYFS)

- 7.1. This policy should be seen as a safeguard for members of staff, the school and the Governors. It provides clear guidance on the use of personal and school mobile phones and other devices in school by parents, visitors and staff.
- 7.2. There is the potential for cameras, mobile phones, iPads and other devices to be misused in schools by the taking of and sharing of inappropriate content. They can also become an instrument of bullying or harassment directed against pupils and teachers.
- 7.3. The use of School owned equipment is operated under the School's ICT Acceptable Use Policy. Staff should also refer to the Staff Code of Conduct and the GSWP (Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. May 2019)

7.4. Parental Use of Mobile Devices

- 7.4.1. No parent or visitor is permitted to use their camera, audio or video recording device, mobile phone, its camera facility, or other device whilst inside school or nursery buildings. School

policy regarding this matter should be explained clearly to parents and visitors by the member of staff. There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

- 7.4.2. In the case of school productions or events, parents/carers are permitted to take photographs and images of their own child in accordance with school protocols which strongly advise against the publication of any such photographs and images, including on social networking sites. Any such publication may be unlawful.

7.5. Staff Use of Mobile Devices

- 7.5.1. All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy and online safety guidance and the School's policies relating to mobile technology use within the School's Early Years provision.
- 7.5.2. Personal mobile phones or other devices should not be used during the working day (except on designated breaks). They should be stored in a safe place such as staff lockers. The School will not take responsibility for items that are lost or stolen.
- 7.5.3. Use of personal mobile phones and other devices at such times as above, or in the event of an emergency, must be discreet and appropriate e.g. not in the presence of pupils.
- 7.5.4. Staff should never contact pupils or parents using their personal mobile phone or other devices or give their mobile phone number to pupils or parents. If a member of staff needs to make telephone contact with a pupil, a school telephone should be used. However, it is understood that some staff may be personal friends with parents and this clause does not apply in those circumstances.
- 7.5.5. Staff should use only the equipment and internet services provided by the school and should only use internet-enabled personal devices (via mobile networks) in line with the School's Acceptable Use Policy.
- 7.5.6. Staff should never send to pupils, parents or staff, texts or images that could be viewed as inappropriate. Any messages received of this type should be reported to a senior member of staff as soon as possible.
- 7.5.7. If members of staff take their own mobile phones on outings, for use in the case of an emergency, they should not make or receive personal calls as this will distract them.

7.6. Cameras and Recording devices

- 7.6.1. Only people authorised by the Headmaster may take photographs or recordings within the School or Nursery.
- 7.6.2. Upon entry into the School or Nursery, contracting parents are asked to give written permission for their child to be photographed or recorded and for their child's work and photographs to be used by the School for promotional purposes. In the Nursery this also enables observations to be recorded for the child's folder.
- 7.6.3. Every parent has the right to refuse this request, in which case the child must not be photographed or recorded by any member of staff, by a parent, or by any outsider without express permission for that occasion of the parent with whom the School or Nursery has a contract.

- 7.6.4. Where pictures or recordings are taken of the whole class, School or Nursery (for example on special occasions) the parents of children who have opted out of having the child photographed or recorded will be contacted to allow them to rescind their decision.
- 7.6.5. Photographs and recordings of children are only taken of children if there is written permission to do so. A list of parents who do not wish photographs or recordings of their children to be taken is recorded in the School or Nursery.
- 7.6.6. Photographs and recordings may be taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. (This is an effective form of recording a child's progression in the Early Years Foundation Stage.) However, it is essential that photographs and recordings are taken and stored appropriately on school equipment to safeguard the children in our care i.e. password protected.
- 7.6.7. Only the designated Nursery or School devices may be used to take any photograph within the School, Nursery or on an outing. No photographs may be taken on personal devices or for an adult's own records.
- 7.6.8. Images or recordings taken on these devices must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- 7.6.9. If the technology is available images should be downloaded on-site. Should these facilities not be available these may be downloaded off-site and erased from the device as soon as the images have successfully been printed or downloaded to the School's secure server.
- 7.6.10. No photographs or recordings of any pupil should be used on social networking sites or displayed anywhere on the internet (with the exception of the school website or school run social media).
- 7.6.11. Under no circumstances should cameras or other recording devices be taken into toilet or changing areas.
- 7.6.12. Staff should understand that failure to comply with the policy is likely to result in disciplinary action.

8. EXTENDED SCHOOLS AND BEFORE AND AFTER SCHOOL ACTIVITIES (ON OR OFF SCHOOL SITE)

- 8.1. The school's arrangements for child protection as written in this policy shall apply during extended school facilities or before or after school activities directly under the supervision or management of school staff,
- 8.2. 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.

9. PANDEMIC SAFEGUARDING ARRANGEMENTS

- 9.1. In response to the 2020 COVID 19 pandemic schools were required to take measures to ensure the health and wellbeing of both children and staff. This included children spending significant amount of time at home and away from the school environment.
- 9.2. An addendum document was issued that applied to the educational provision of the schools during the pandemic relating to Covid-19. This document will be reviewed, and updated according to

developments and advice from government and the local authority. Unless otherwise communicated, normal safeguarding and child protection policy and procedures continue to apply.

10. RISK ASSESSMENT

- 10.1. 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.
- 10.2. 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.
- 10.3. 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.
- 10.4. 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

11. MONITORING AND REVIEW

- 11.1. 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 Proprietor as necessary and seeking contributions from staff. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.
- 11.2. 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 in regard to safeguarding arrangements at any time will be remedied without delay.
- 11.3. The Governing Body will 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.
- 11.4. The DSL will work with the Nominated Safeguarding Governor, preparing 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; 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:
 - inspection of records or feedback from external agencies including the Designated Officer(s);
 - reports of ISI inspections;
 - the outcome of any relevant parental complaints; and
 - press reports.
- 11.5. 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.

12. OTHER RELATED POLICIES AND PROCEDURES

12.1. This policy links to our:

- Anti-bullying policy
- Anti-Cyberbullying policy
- Attendance policy
- Behaviour policy
- Complaints procedure
- First Aid policy
- Health and Safety policy
- Online Safety and Acceptable Use policy
- Protocol for children not collected from school at the end of the school day/activity
- Safer Recruitment policy
- Staff Code of Conduct/Safer Working Practice
- Staff Discipline and Grievance procedures
- Whistleblowing policy

Appendix A - Four categories of abuse

Part 1 of KCSIE defines the following indicators of abuse and neglect, however, 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.

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. 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.

Physical 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

Neglect is a 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, for example, 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

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

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
 - encouraging children to behave in sexually inappropriate ways
 - 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 in education.

Specific safeguarding issues

Statutory guidance acknowledges the following as specific safeguarding issues:

- children and the court system;
- children missing from education;
- children with family members in prison;
- child sexual exploitation;
- child criminal exploitation: county lines;
- domestic abuse;
- homelessness;
- so-called 'honour-based' violence;
- preventing radicalisation;
- peer on peer abuse;
- sexual violence and sexual harassment between children in schools and colleges.

Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE 2020. Staff should be particularly aware of the safeguarding issues set out earlier in this policy.

Signs of abuse

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

- the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;
- 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;
- 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;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and
- 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.

The Local Safeguarding Children Board 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.

Appendix B - Useful Contacts

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
Senior Education Adviser – Diane Stygal 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 Tel: 01733 864038
Jane Bellamy Tel: 01733 864790

Peterborough:

Key Peterborough Children's Social Care contacts

<http://peterborough.proceduresonline.com/index.htm>

Police	101/999 (in an emergency)	
Early Help Assessment helpline	(01733) 863649	helpwithCAF@peterborough.gov.uk

Prevention of Terrorism and Extremism contacts

Police	101	
Prevent Lead for Peterborough	(01733) 864038	
DfE helpline for non-emergency Prevent Advice	02073407264	Counter-extremism@education.gsi.gov.uk

Contacts for reporting FGM

Police	101	
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Lincolnshire:

Tel: 01522 782111
Tel: 01522 782333 (emergency)

Northamptonshire:

Tel: 01604 411911

NSPCC whistleblowing helpline

Tel: 0800 028 0285
Email: help@nspcc.org.uk

UK Safer Internet Centre

Tel: 0344 381 4772

Relevant Documents

“Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools” (August 2018)

“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 2020)

Safeguarding and remote education during coronavirus (COVID-19) (May 2020)

“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)

“When to Call the Police” non-statutory guidance from the National Police Chiefs’ Council

"Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (February 2017)

"Multi-agency statutory guidance on female genital mutilation" (April 2016, updated October 2018)

www.educateagainsthate.com

Strategy for dealing with safeguarding issues in charities (Charity Commission, December 2017)

Regulatory alert to charities - safeguarding (Charity Commission, December 2017)

How to report a serious incident in your charity (Charity Commission, September 2017)

