



St Mary's School CAMBRIDGE

Safeguarding and Child Protection Policy

This policy is the responsibility of the Senior Leadership Team (SLT) and the Designated Safeguarding Leads (DSLs)

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Key External Contacts

Cambridgeshire and Peterborough Safeguarding Children Partnership Board Safeguarding InterAgency Procedures

<https://www.safeguardingcambspeterborough.org.uk/children-board>

Useful contacts -Cambridgeshire & Peterborough

Cambridgeshire Education Safeguarding Team

ECPS.General@Cambridgeshire.gov.uk

Cambridgeshire Education Safeguarding Manager

Sara Rogers

sara.rogers@cambridgeshire.gov.uk

Tel: 07990 936820

Peterborough Education Safeguarding Lead

Sue Proffitt

susan.proffitt@peterborough.gov.uk

Early Help Hub

Cambridgeshire: Tel:01480 376666

early.help@cambridgeshire.gov.uk

Peterborough: Tel: 01733 863649

Local Authority Named Senior Officer:

Senior Leadership Advisor – Phil Nash

Tel: 01223 699448 or 07920 270820

Local Authority Designated Officer (LADO) team:

LADO@cambridgeshire.gov.uk

LADO@peterborough.gov.uk

Telephone contacts:

01223 727967 – Cambridgeshire

01733 864038 – Peterborough

Out of Hours Emergency Duty Team:

Cambridge: 0345 0455203

Peterborough: 01733 864180

Children’s Social Care referrals team and Multi Agency Safeguarding Hub (MASH):

Monday to Thursday 8am - 5.30pm and Friday 8am – 4.30pm Tel 0345 045 5203

National Services

Police

Emergencies Tel: 999

Child Abuse Investigation Unit Tel: 101

School's Police liaison officer Tel:101

Support and Advice about Extremism

Police Tel: 101

(non-emergency) Department for Education Tel: 020 7340 7264 (Monday to Friday 9am – 6pm)

counter.extremism@education.gov.uk

Reporting Female Genital Mutilation

Police Child Abuse Investigation Unit Tel: 101

Cambridgeshire County Council out of hours emergency duty team Tel: 01733 234724

NSPCC Whistleblowing Advice Line

National Society for the Prevention of Cruelty to Children (NSPCC)

Weston House, 42 Curtain Road London

EC2A 3NH

Tel: 0800 028 0285

help@nspcc.org.uk

NSPCC report abuse in education advice line

Tel: 0800 136663

UK Safer Internet Centre

Tel: 0344 381 4772 (Monday to Friday 10am-4pm)

helpline@saferinternet.org.uk

Disclosure and Barring Service

PO Box 3961, Royal Wootton Bassett SN4 4HF

Tel: 03000 200 190

customerservices@dbs.gov.uk

Teaching Regulation Agency

5 Quinton Road, Coventry, CV1 2WT

Tel: 0207 593 5393

misconduct.teacher@education.gov.uk

OFSTED Safeguarding Children

Tel: 0300 123 4666 (Monday to Friday from 8am to 6pm)

CIE@ofsted.gov.uk

Whistleblowing@ofsted.gov.uk

National Children's Commissioner

Tel: 0800 528 0731

Reporting serious wrongdoing to the Charity Commission

<https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer>

Independent Schools Inspectorate

0207 6000 100

concerns@isi.net

Key School Contact Details

Designated Safeguarding Leads (DSL)



Aodain Clover

Designated Safeguarding Lead (DSL)
Prevent Lead/FGM Lead/Mental Health Lead

Deputy Head: Pastoral and Boarding, St Mary's Senior School

Tel: 01223 224172

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Jo Christian

Designated Safeguarding Lead (DSL)
Prevent Lead

Head of Juniors, St Mary's Junior School (including the EYFS setting)

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Deputy Designated Safeguarding Leads (DDSL)



Claire Elliott

Deputy Designated Safeguarding Lead (DDSL)
Looked After Children Lead and Safer Internet Lead

Head of Boarding, St Mary's Senior School

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E-mail: celliot@stmaryscambridge.co.uk



Stephen Seidler

Deputy Designated Safeguarding Lead (DDSL)
Domestic Violence Lead

Teacher St Mary's Senior School

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Sarah Cliff

Deputy Designated Safeguarding Lead (DDSL)

Deputy Head of Junior School, Lower-School Co-ordinator

St Mary's Junior School (including the EYFS setting)

Tel: 01223 224186

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Patrick Wallace

Deputy Designated Safeguarding Lead (DDSL)

Deputy Head Academic, St Mary's Senior School

St Mary's Senior School Tel: 01223 224165

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Governors



Jo MacKenzie

Safeguarding Governor

E-mail: jmackenzie@stmaryscambridge.co.uk

Contacting St Mary's Governors

Please copy or forward all correspondence to:

Naomi Wrycroft, Clerk to the Governing Body

NWrycroft@stmaryscambridge.co.uk

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Cambridge
Cambridgeshire CB2 1LY

Tel: 01223 224102

Policy Statement

Scope and introduction

This policy applies to St Mary's School, Cambridge ("the School"). It applies to all pupils including those in the Early Years Foundation Stage (EYFS) and boarders and applies at all times including where pupils and staff are away from School, whether they are on School arranged activities or otherwise, and whether or not the School is open. It applies out of School hours and in the holidays This policy is reviewed and updated annually (as a minimum) and is available on the School website, in the resources area of **MyConcern** in the St Mary's cloud (SMC) and at reception or on request.

This policy sets out how the School's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare and well-being of pupils who are at the School. This policy applies to all staff in school, regardless of their employment status, including contractors, supply staff, agency staff, peripatetic staff, coaches, volunteers, and Governors. Through their 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 and create a culture of safety, equality and protection.
- Identify children who may benefit from early help.
- Know what to do if a child tells them he/she is being abused or neglected.
- Ensure consistent good safeguarding practice throughout the School to include the promotion of a zero-tolerance approach to child on child sexual violence and harassment in which pupils are confident to report it and staff are confident to identify and respond to it.
- Follow the referral process if they have a concern about the welfare of any individual and allegations of abuse, neglect and/or exploitation.

In this policy, DSL means the Junior School and Senior School Designated Safeguarding Leads. References to DSL include the Deputy DSL (DDSL). It is consistent with the Cambridge and Peterborough Safeguarding Children Partnership Board (SCPB) procedures.

Advice and Guidance

This policy has regard to the following guidance and advice:

- [Keeping children safe in education \(September 2022\) \('KCSIE'\)](#).
- [Guidance for safer working practice for those working with children and young people in education settings \(February 2022\)](#).
- [Working together to safeguard children \(2018 updated July 2022\) \('WT'\)](#).
- [Behaviour in schools: advice for headteachers and school staff \(DfE July 2022\)](#)
- [Disqualification under the Childcare Act 2006 \(September 2018\)](#).
- [Revised Prevent duty guidance for England and Wales \(HM Government April 2021\)](#).
- [The Prevent Duty, departmental advice for schools and childcare providers \(June 2015\)](#).
- [Channel duty guidance; protecting vulnerable people from being drawn into terrorism \(HM Government, February 2021\)](#).
- [Educate Against Hate \(HM Government\)](#).

- [Multi-agency statutory guidance on female genital mutilation \(HM Government, April 2016\) \(updated July 2020\).](#)
- [Virginity testing and hymenoplasty: multi agency guidance \(DHCS July 2022\)](#)
- [What to do if you're worried a child is being abused: advice for practitioners \(March 2015\).](#)
- [Information sharing: advice for practitioners providing safeguarding services \(July 2018\).](#)
- [The use of social media for on-line radicalisation \(July 2015\).](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(December 2020\).](#)
- [Home office guidance 'Indecent images of children: guidance for young people \(November 2019\).](#)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations \(UKCIS February 2019\).](#)
- [Children missing education \(September 2016\).](#)
- [Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(February 2017\).](#)
- [Searching, screening and confiscation: advice for schools \(July 2022\).](#)
- [Strategy for dealing with safeguarding issues in charities \(December 2017\).](#)
- [Regulatory alert to charities – safeguarding \(December 2017\).](#)
- [How to report a serious incident in your charity \(June 2019\).](#)
- [Charity Commission guidance: Safeguarding and protecting people for charities and trustees \(June 2022\)](#)
- [Report serious wrongdoing at a charity as a worker or volunteer \(Charity Commission, June 2019\).](#)
- [Reporting a serious incident in your charity when it involves a partner \(Charity Commission, December 2020\).](#)
- [Guidance on reporting safeguarding concerns in a charity \(Department for Digital, culture, Media and Sport, March 2022\)](#)
- [Effective Support for Children and Families in Peterborough and Cambridgeshire \(November 2018\).](#)
- [Cambridge and Peterborough Safeguarding Partnership Board Threshold Document 2018.](#)
- [Home Office guidance 'Preventing Youth Violence and Gang Involvement'.](#)
- [Home Office guidance 'Criminal exploitation of children and vulnerable adults: County Lines'.](#)
- [Relationships education, relationships, and sex education \(RSE\) and health education \(September 2021\).](#)
- [The Equality Act 2010 \(DfE 2018\) 2010: advice for Schools \(DfE June 2018\)](#)
- [PACE code C](#)

Relevant School Policies

The following School policies and procedures are relevant to this policy:

- *Staff Behaviour Policy.*
- *Whistle Blowing Policy.*
- *Recruitment, Selection and Disclosure Policy and Procedure.*
- *IT Acceptable Use Policy.*
- *On-line Safety Policy.*
- *Pupil Internet and IT Acceptable Use Policy.*
- *Social Media Policy (Staff Policies)*
- *Behaviour Management Policy.*
- *Discipline, Exclusions and Required Removal Policy.*
- *Anti-bullying Policy.*
- *Pupil Welfare Risk Assessment Policy*
- *Visitors Policy.*
- *Missing Child and Uncollected Child Procedure.*
- *SEND Policy.*
- *Equality Policy.*
- *Health and Safety Management Policy.*
- *Physical Restraint and Contact Policy.*
- *Medicines Policy – days girls and boarders.*
- *Intimate Care Policy*
- *First Aid Policy.*
- *RE and RSE Policy.*
- *Complaints Policy and Procedure.*
- *Discipline and Grievance Procedures (Staff Policies)*
- *Bring your Own Device to Work Policy (Staff Policies)*

Definition of safeguarding and types and indicators of abuse

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring 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.

Abuse is 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 (e.g. via the internet). 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.

Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Please see [Appendix 1](#) of this policy for further detail of the types of abuse and possible indicators of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation. 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. Safeguarding and promoting the welfare of children is everyone's responsibility.

Procedures for dealing with concerns about a child

We will follow the procedures set out in the SCPB ‘Inter-Agency Procedures’. A copy of these procedures can be found on their website: <https://www.safeguardingcambspeterborough.org.uk/children-board/>

If staff have any concern about a pupil’s welfare or suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below and action must be taken **immediately**. Staff should not assume that somebody else will share information that might be critical in keeping the child/ren safe.

The guidance, **Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)** (July 2018) supports staff who have to make decisions about sharing information. Information about pupils and their families is defined as ‘special category data’ - information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK general Data Protection Regulation UK (GDPR) and the Data Protection Act 2018. The governing body recognises the importance of information sharing between practitioners and local agencies, including ensuring arrangements for sharing information within the School and with local authority children’s social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Fears regarding sharing information should not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead (‘DSL’). If a data subject access request is received from a parent or pupil, staff will refer this request to the DSL immediately. The governing body will ensure that staff understand the relevant data protection principles which allow them to share (and withhold) personal information, including:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as ‘special category personal data’
- understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows the sharing of special category personal data, including without consent where there is good reason to do so. For example, information may be shared without consent where: it is not possible to gain consent; it cannot reasonably be expected to gain consent; and, gaining consent would place a child at risk
- not providing pupils personal data where the serious harm test is met.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are considered when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence.

The school has a framework for the identification, assessment, management, and review of the risk to pupil welfare so that appropriate action can be taken to reduce the risks identified. See the School's Pupil Welfare Risk Assessment on SMC and the School website. At the Junior School, class teachers and learning support assistants lead on supporting pupils, however all staff have input. Pupils and specific needs are discussed at weekly staff meetings so that everyone is aware and knows how to best support a pupil whenever they are in school. At the Senior School, tutors provide support through 1 to 1 conversation with pupils and implement support plans with other school staff to support pupils. Specialist support is provided by other pastoral staff (including tutors, Deputy Head (pastoral and boarding), Head of Boarding, School Chaplain, School Counsellors, and the School Nurses). There are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The School operates its processes with the best interests of the pupil at their heart. All staff should:

1. Listen to the disclosure

- Listen carefully and keep an open mind.
- Avoid asking leading questions (a question which suggests the answer) and use 'tell me', 'explain to me', 'describe to me'.
- Reassure the pupil that the allegation/complaint will be taken seriously, and they will be supported and kept safe.
- Ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report.
- Where possible ask open questions about whether they have been harmed, the nature of the harm or if they may be at risk of harm.
- Do not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.
- Be aware that the individual may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful. Staff should exercise professional curiosity and speak to the DSL if they have concerns.
- Record the conversation / information immediately and report the concern in accordance with this policy
- Determine how best to build trusted relationships with children and young people which facilitate communication

Where a pupil makes a disclosure relating to a family member, parents should not be informed unless advised to do so by children social care.

2. Record the concern

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing on the Logging Concern form in MyConcern. Staff without internet access can obtain a Logging Concern form from the staff room, reception or directly from the DSLs or DDSLs. The formal written record can be completed after an initial discussion with the DSL or DDSL and completed with the DSL or DDSL where appropriate.

The record should be factual and should include:

- Pupil name and date of birth.

- A clear and comprehensive summary of the concern
- Date and time of the event/concern/conversation.
- Detail of what was said and done by whom and in whose presence.
- Action taken and by whom with reasons for decisions made and outcome.
- Name and position of the person making the record who should print their name, sign, and date it.

The information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in parts one and two of KCSIE. All other evidence, for example, notes made, text messages, clothing, computers, screen shots must be kept securely with the written record. Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or the DDSL. Where there is a safeguarding concern, the School will ensure the pupils wishes and feelings are taken into account when determining what action to take and what services to provide.

Where an allegation or complaint is made by an adult, the DSL will inform them that their evidence will be passed on to a third party and they will be required to give a signed statement. If, after consideration, it is decided to pass the information and any documentation to an outside agency in accordance with this policy, the DSL will (unless advised otherwise) contact the disclosing party and inform them of this.

Additional guidance about how to manage a report of harmful sexual behaviour is provided in Part 5 KCSIE. This includes the following advice:

- Only record the facts as the child presents them.
- Where the report contains an online element, do not view or forward illegal images of a child. See Section 2.11 The UK Council for Child Internet Safety's advice note Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020).
- for advice about what to do when viewing an image is unavoidable.
- Manage reports with another member of staff present (preferably the DSL/DDSL), if possible and inform the DSL as soon as practicably possible if the DSL is not involved in the initial report.

3. Report the concern

If the concern is a safeguarding concern or allegation of abuse regarding teachers, staff, supply staff, agency staff or others (including the Head, governors, other volunteers, or contractors) this must be reported in accordance with the arrangements below at pages 27-31.

See also [Appendix 2](#) – the safeguarding flowchart about how to report concerns.

The member of staff must report the concern to the DSL or DDSL in the DSL's absence. In exceptional circumstances if the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to a member of the SLT and/or advice should be taken from Children's Social Care. See contact details at the beginning of this policy. Any action should be shared with the DSL or DDSL as soon as is practically possible.

Where a child is suffering or is likely to suffer from harm, a referral to Children's Social Care should be made immediately. See Appendix 3.

"Harm" is the "ill treatment or impairment of the health or development of a child." Seeing or hearing the ill treatment of another person is also a form of harm. It can be determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."

Staff should be aware of the process for making referrals direct to Children's Social Care and/or the Police in these circumstances. Any action should be shared with the DSL or DDSL as soon as is practically possible. See Appendix 3 of this policy.

Teachers must report known cases of female genital mutilation (FGM) to the Police. See Appendix 1 for further information about FGM and this reporting duty. All other staff should report FGM concerns to the DSL.

4. Action by the DSL

The DSL or DDSL in the DSL's absence, will consider the appropriate course of action in accordance with the SCPB procedures and referral threshold document. Such action may include:

- Managing any support for the pupil via the School's own pastoral support processes (taking advice from Children's Social Care where required).
- An Early Help assessment (see below); or
- A referral for statutory services.

Where the concern relates to the welfare of a pupil who is 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.

The DSL will, if appropriate, discuss with parents/carers prior to involvement of another agency unless the circumstances preclude this action. The DSL will discuss the matter with Children's Social Care if the School believes that notifying parents could place the child or other persons at immediate risk of harm or prejudice the prevention or detection of a crime. The DSL will record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if child protection proceedings commence.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and DDSLs, should consider the context within which such incidents and/or behaviours occur. The School will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early Help

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. It can be provided at any stage to parents, children or whole families, and is generally supported by Children's Social Care in consultation with the family.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Has a mental health need.
- Is a young carer.

- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups all county lines.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or sexual or criminal exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Has a family member in prison or is affected by parental offending.
- Is experiencing or is at risk of experiencing family ostracism.
- Is at risk of honour - based abuse such as Female Genital Mutilation or forced marriage.
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

In the first instance, staff (including governors and volunteers) who consider that a pupil may benefit from early help should discuss this with the School's DSL or DDSL, in the DSL's absence. The DSL will consider the appropriate action to take in accordance with the Early Help procedures and SCPB referral threshold document: [Effective Support for Children and Families](#)

The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Social Care if the pupil's situation appears to be getting worse or does not appear to be improving. The School recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental/ associated factors present in a child's life which could pose a threat to their welfare or safety (contextual safeguarding).

What staff should do if they have concerns about a child

If staff (including supply staff, agency staff, governors, other volunteers, and contractors) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL (or DDSL in the DSL's absence) to agree a course of action although staff can make a direct referral to Children's Social Care. (See Appendix 2). As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from Children's Social Care **within one working day**. If this is not received, the DSL (or the person who made the referral) should contact Children's Social Care again. Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that concerns have been addressed and that the child's situation improves. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including supply staff, agency staff, governors, other volunteers and contractors) believe that a child is in immediate danger or suffering or is likely to suffer or be at risk of harm, they should make an immediate referral to Children's Social Care and/or the Police. **Anyone can make a referral.** Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk.

Parental consent is not needed for referrals to statutory agencies such as the Police and Children's Social Care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Confirmation of receipt of the referral and details of the decision as to what course of action will be taken should be received from Children's Social Care **within one working day**. If this is not received, the DSL (or the person who made the referral) should contact Children's Social Care again and use local escalation procedures, resolving professional differences escalation policy [Resolving Professionals Differences \(Escalation\) Policy | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](#) should be followed to ensure that the concerns have been addressed and that the child situation improves. Staff should challenge any inaction. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The Cambridgeshire and Peterborough Safeguarding Children Partnership Board (SCPB) is the School's local board. There is an online tool for finding the relevant children's social care numbers:

<https://www.gov.uk/report-child-abuse-to-local-council>

A full copy of their local procedures can be found at <http://www.safeguardingcambspeterborough.org.uk/>

What staff should do if a child is seen as at risk of radicalisation

Staff should refer to [Appendix 1](#) for more information about radicalisation.

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call the Police on 999 or seek advice from the Children's Social Care referrals team (see numbers in key contacts above). Advice and support can also be sought from the Police on Tel number 101 and from Children's Social Care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the MASH and or Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff should refer to [Appendix 1](#) of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

Teachers must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with DSL and involve Children's Social Care as appropriate.

What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL or DDSL in the DSL's absence, to agree a course of action, although staff can make a direct referral to Children's Social Care.

How should staff respond to an incident of nudes and semi nudes being shared by pupils?

All members of staff in an education setting have a duty to recognise and refer any incidents involving the sharing of images and/or videos of nudes and/or semi nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/ semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat, gaming platforms, chat apps (including WhatsApp, WeChat, and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi - nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or livestreams may include more than one child. This is also known as 'sexting' or 'youth produced imagery'.

Any direct disclosure by a child will be taken seriously and staff will ask appropriate and sensitive questions, in order to minimise further distress.

If staff are notified or become aware of an incident of nudes or semi - nudes being shared by a pupil or other pupil, they should refer the incident to the DSL immediately.

The DSL will follow the UCKIS 'sharing nudes and semi – nudes: advice for education settings working with children and young people' guidance (December 2020) when responding to a report of sharing nudes and or semi nudes.

Members of staff should not view any nude or semi-nude images which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them. The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

- It is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents.
- It is necessary to report the image to a website, app or suitable reporting agency to have it taken down or to support the pupils or parents in making a report; or
- a pupil has reported the image directly to a member of staff in circumstances where viewing the images unavoidable or images have been found on the School's devices or network.

Where viewing an image is unavoidable:

- viewing should take place on school premises wherever possible
- the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known)

- a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image
- full details of the viewing must be recorded in the School safeguarding records on MyConcern including who was present, the date and time, the nature of the image and the reasons for viewing it.

The DSL will:

- hold an initial review meeting with appropriate staff. This may include the staff members who heard the disclosure / viewed image(s).
- carry out interviews with the children involved (if appropriate)
- carry out a pupil welfare risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process. If not, the incident can be handled in school in accordance with the UCKIS 'sharing nudes and semi – nudes: advice for education settings working with children and young people' guidance (December 2020) and the School's Safeguarding and Child Protection Policy and Behaviour Management Policy. If it is determined that there is a risk of harm, the DSL must make a referral to Children's Social care and / or the police immediately.
- inform parents and carers at an early stage and keeping them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with Children's Social Care and/or the police, who would take the lead in deciding when they should be informed.
- All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head.

Records will be kept in line with statutory requirements set out in KCSIE and local safeguarding procedures. No copies of imagery will be taken or retained. If any devices need to be confiscated (whether in order to view the image or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required. If an electronic device has been seized and a member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the Police. If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done and that the images are irretrievable. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider or contacting the Internet Watch Foundation or ChildLine. Where a pupil receives unwanted images, the School should advise the pupil and their parents of options that may be available to block the sender or change the pupil's mobile number or email address.

Advice for pupils is available at:

<https://www.thinkuknow.co.uk>

<https://www.childline.org.uk>

The Home Office has published 'Indecent [Images of Children: guidance for young people \(November 2019\)](#) to help young people understand the law on indecent images of children and how to navigate the Internet confidently and safely within legal boundaries.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes a child sexual abuse. In the event that staff became aware of such an instant, they should notify the Head immediately, who should always inform the Police as a matter of urgency.

What should staff do if a child goes missing from education

If a child misses education, particularly on repeat occasions, this can be a potential indicator of a range of safeguarding possibilities which may include abuse, neglect, child sexual exploitation, child criminal exploitation, involvement in county lines, modern slavery, mental health problems, risk of substance abuse, risk of trafficking or travel to conflict zones, a risk of FGM or forced marriage. The School's procedures for unauthorised absence, searching for and dealing with children who go missing from the School are in the *Missing Child and Uncollected Child procedure*.

The School monitors attendance regularly and on an ongoing basis to ensure that formal reports of any persistent absence or concerns about rising levels of poor attendance are monitored effectively and reported to Cambridgeshire Local Authority (and where relevant other external agencies for family support).

The School will report to the Cambridgeshire Local Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more and will have reference to the procedure set out in Cambridgeshire's Children Missing Education guidance.

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). This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare and or safeguarding. Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult, particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

Elective Home Education

Where a parent expresses their intention to remove a pupil from school with a view to educating at home, the School will work with the local authority and other professionals to coordinate a meeting with the parents. This is to ensure the parents have considered what is in the best interests of their child. This will be particularly important where a child has SEN/D, is vulnerable, and/or has a social worker.

What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has had, has, or needs a social worker, and the DSL should hold and use this information with appropriate teaching staff and the SLT, so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine.

Where children have had, has, or needs a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

What staff should do if a child requires mental health support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional well-being of our pupils.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support schoolteachers to promote positive health, wellbeing, and resilience among young people. See [Appendix 1](#) below.

What staff should do if they have concerns about another staff member or others working in school

If staff have concerns about another staff member (excluding the Head), supply staff, agency staff, contractors, governors, other volunteers, or anyone else in school then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors.

Where the Head is unavailable this should be referred to the DSL, unless there are concerns about the DSL, in which case it should be referred to the nominated safeguarding governor. In the event of allegations of abuse being made against any staff member, supply staff, agency staff, a contractor, governor, other volunteers, or anyone else in school, staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff, agency staff, contractors, governors, and other volunteers). See page 29 below.

What staff should do if they have concerns about safeguarding practices in the school

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's *Whistleblowing Policy* which can be found on the policies page of the School website. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the [Contacts](#) page at the start of this policy. Staff may also report concerns directly to the School's Local Authority or to the Charity Commission if they consider that the School has failed to deal with concerns appropriately.

Dealing with child-on-child allegations (including child on child sexual violence and harassment)

Child-on-child abuse is abuse by one or more child/ren against another child. It can stand alone or as part of wider abuse and can happen both inside and outside of school, and online. Abuse occurs online or outside of school should not be downplayed and should be treated equally seriously.

It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse within intimate partner

relationships between peers, initiation / hazing type violence and rituals, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, upskirting (now a criminal offence and 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), consensual and non-consensual sharing of nudes and or semi nudes, sexual assault, gender based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary matter. The school will adopt a zero-tolerance approach to abuse. Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/ or violent behaviour in the future. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh". Staff will challenge inappropriate behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours can lead to an unsafe environment for children and risks normalising them.

The School acknowledges that even if there have been no reported cases of child-on-child abuse in relation to pupils within the school, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and understood by children.

The School acknowledges that children are likely to report such matters to people they trust: this could be any member of staff. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to full stop it is also recognised at an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. All staff are therefore trained to identify signs of child-on-child abuse and on how to respond to a report.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported for stop it is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward for stop staff will act immediately and will support the victim when they raise a concern.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice- based bullying) than other children. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity, and all sexual orientation. The School will consider extra pastoral support for these children which may mean more class teacher/tutor time, and time with the School counsellors, nurses, and chaplain.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. There are regular meetings for boarding pupils with Boarding staff and the Head of Boarding is DDSL. The School will comply with its obligations as set out in the National Minimum Standards in relation to safeguarding at all times. Boarders are directed to people they can turn to for support and guidance: this is clearly signposted in: the 'Welcome' booklet, the main Boarder's Handbook and on the back of every toilet door in Mary Ward House. Apart from Boarding staff, the Boarding Prefects

are another source of support, and one prefect is assigned to each year group as a mentor figure. Trained Peer Mentors who are also boarders, are available for the boarders to speak to. A school nurse is available every weekday morning at Mary Ward House before school. The boarders are also able to make an appointment to see the school counsellors if they so wish. 1-1 pastoral meetings are held every term with the Head of Boarding and Housemistress. The Head of Boarding delivers a meeting every Monday at 7pm and talks about a range of issues and guest speakers are also invited. The Housemistress has a weekly meeting with each year group.

Sexual Violence and Sexual Harassment (SVSH)

Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent. Consent to sexual activity may be given to one sort of sexual activity, but not another, or penetration with conditions such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs for stop a child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. It is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual 'jokes' or taunting, physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted or explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes or semi-nudes or sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further info can be found in part 5 of KCSIE..

SVSH can occur between two or more children of any age or sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. SVSH exists on a continuum and may overlap; They can occur online and face to face [both physically and verbally]. And are never acceptable for stop children who are victims of sexual violence and/ sexual and or sexual harassment wherever it happens, will likely finally experience stressful and distressing for stop this will in all likelihood the educational attainment and will be exacerbated if the alleged perpetrators attend the same school Addressing inappropriate behaviour can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims, and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour. Further guidance can be found in **KCSIE part 5**.

Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/ or face to face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Where an issue of pupil behaviour gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm', staff should follow the procedure below rather than the School's *Anti-bullying and Behaviour Policies*.

Management of Allegations

Staff should follow the procedure for listening to a child, recording, and reporting as set out at pages 12 - 16 above.

The School's response is led by the DSL who will always have regard to part five of KCSIE in the management of the issue.

Allegations against pupils should be reported to the DSL. If sexual violence or sexual harassment is alleged to have occurred, the DSL will take into account the response of the Police and Children's Social Care to these issues. If the allegations involve online content, staff should not view nudes/semi-nudes /sexual imagery which is reported to them, or copy, print or share the images. Staff should describe the content of the image/s as reported to them. See 'How should staff respond to an incident of nudes and semi - nudes being shared by pupils' above.

The school will consider:

- the victim's wishes in terms of how they want to proceed but their wishes will not always be determinative as the School may have to take action to protect other children
- The nature of the alleged incident (including whether it was a one - off incident), whether a crime may have been committed and whether harmful sexual behaviour has been displayed
- the ages and developmental stages of the children involved and any additional factors
- if there is an intimate personal relationship between the children whether there are any ongoing risks to those involved
- the wider context

A pupil against whom an allegation of abuse has been made may be suspended from the School pending and during an investigation. The School will take advice from the SCPB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and the perpetrator(s). If it is necessary for people to be interviewed by the Police in relation to allegations of abuse the School will ensure that, subject to the advice of the SCPB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the SCPB and/or the Police as appropriate. The School will have regard to the procedure set out in KCSIE at all times.

The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the DSL (or DDSL) who should consider:

- parents or carers should normally be informed unless doing so would put the victim at greater risk;
- The basic safeguarding principle that if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care;
- and whether a crime has been committed.

Ultimately, the DSL or DDSL will balance the victim's wishes against their duty to protect the victim and other children

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts, and genitalia. Rape assault by penetration and sexual assaults will be passed to the Police. Where a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL decides to make a referral to Children's Social Care and/or reports to the Police against the victims wishes, the reason should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help and may make the necessary referral in accordance with the SCPB referral process.

The school will follow the UCKIS guidance 'sharing nudes and semi - nudes advice for education settings working with children and young people (December 2020) when responding to an allegation that nudes and or semi -nudes have been shared.

In the event of disclosures about child-on-child abuse, all children involved (both victim(s) and perpetrator(s)) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by a DSL or DDSL and support from external agencies will be sought, as appropriate.

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

- the victim.
- whether there may have been other victims.
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the School especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Pupil Welfare Risk Assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all involved staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating the problem by reporting sexual violence or sexual harassment, nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The School will explain to the child in a way that avoids alarming or distressing them that the law is in place to protect children rather than to criminalise them the school will consider the age of the development stage of the victim, the nature of the allegations and the potential risk of further abuse. The School acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).

The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises (including during any before or after school-based activities) and the School transport. The School will also consider the risks posed to the victim from other health needs including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident and will consider recommending additional support.

The School will consider intrafamilial harms and whether any support for siblings is necessary following an incident.

The School will keep a written record of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School safeguarding system which may require additional training or amendment to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and / or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If a report is shown to be deliberately invented or malicious, the head will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's Behaviour Management policy.

Information Sharing

The Data Protection Act 2018 does not prevent school staff from sharing information with the relevant agencies, where that information may help to protect a child. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children (as set out in Department of Education guidance -[Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)).

The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act to safeguard and promote the welfare of children. When a child leaves the School before the age of 18 their Child Protection file (if relevant) is transferred securely to the new school within five days in accordance with KCSIE and the Education safeguarding team guidance on keeping and managing child safeguarding records. The DSL will consider whether it would be appropriate to share information with the new school or College in advance of a child's leaving.

The School will co-operate with Children's Social Care and where appropriate, with the Police, to ensure that all relevant information is shared for the purposes of Early Help assessments and child protection investigations. Where necessary, in child protection matters (including where allegations have been made against staff), the School will consult with the Local Authority Named Senior Officer, the Designated Officer, Police and Children's Social Care (where relevant) to seek advice about confidentiality and to agree the information that should be disclosed and to whom. While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

When the school receives a request for safeguarding information e.g. a subject access request from a parent or request from the Police, the school will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the UK GDPR and Data Protection Act 2018. The school will also have regard to its data protection policies. The DSL will work with other staff, as appropriate, to determine what should be disclosed.

Record Keeping

Staff must record all concerns about a pupil's welfare on the Logging Concern form on MyConcern which is available on the home (landing) page of SMC. Non - IT enabled staff should use the Logging Concern form in the staff room, reception or obtain this directly from the DSL/DDSL who will support them in reporting their concern.

All records created in accordance with policy are managed in accordance with the School's retention and deletion guidelines. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals

will be kept in a separate child protection file for each child. These will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, decisions reached and the outcome.

Informing parents

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the Designated Officer, Children's Social Care and/or the Police and/or the pupil, before discussing details with parents. In all cases, the DSL will be guided by the SCPB threshold document.

Where people have made a disclosure which relates to a family member, the parents should not be informed unless advised to do so by the safeguarding team at Children Social Care.

See Dealing with allegations of abuse against staff (including the Head, supply staff, agency staff, contractors (including peripatetic teachers) governors and other volunteers) below about disclosure of information where an allegation has been made.

Additional Reporting

The School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

- Health and Safety Executive – Please see the School's Health and Safety Policy.
- Charity Commission – 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' CC June 2019. Serious incidents that will be reported to the Charity Commission include suspicions, allegations or incidents of abuse involving pupils. The School will notify the Charity Commission of other agencies to which the incident has been reported in accordance with this policy.
- Boarding School Association – as a member school we will report matters in accordance with the Commitment to Care charter.
- Insurers – the School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and/ or brokers and if so, the timescale required by the relevant policies. In any event, this will be done prior to renewal to ensure the School complies with its duties under the Insurance Act 2015.
- Disclosure and Barring Service (DBS). A referral will be made promptly if the criteria are met See page 31 point 12 below.
- Teaching Regulation Agency (TRA). Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed or would have been dismissed if he/she had not resigned. See page 31 point 12 below.
- UK Visas and Immigration. In the event that a people holding a student or child student visa sponsored by the school under the points-based system goes missing, the school will report to UKVI if this pupil misses ten consecutive expected contact points. Each time the School's attendance register is completed is treated as a contact point for the purposes. The report will be made by the School's level one user via the sponsor management in accordance with prevailing UKVI guidance.

Dealing with safeguarding concerns or allegations of abuse against teaching staff and other staff (including the Head), supply staff, agency staff, contractors, governors, and volunteers

The School's procedures for managing safeguarding concerns or allegations against staff (including the Head, supply staff, agency staff, contractors, governors, and volunteers) who are currently working in the School whether in a paid or unpaid capacity follows Department for Education statutory guidance and SCPB arrangements and applies when staff (including the Head, supply staff, agency staff, contractors, governors and other volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children, including behaviour that may have happened outside of school.

Allegations or concerns that do not meet the above 'harms test' should be dealt with using the School's procedure for handling low level concerns set out below.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and the Local Authority Designated Officer (LADO). Non recent allegations made by a child will be reported to the LADO in line with the SCPB procedures for dealing with non-recent allegations. The LADO will coordinate with Children's Social Care and the Police.

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 the contact with pupils, parents, colleagues, and any other person who comes into contact with the School. This guidance is contained in the *Staff Behaviour Policy* and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

If an allegation is made

The local authority has a team of people who are involved with the management and oversight of allegations against people that work with children (Local Authority Named Senior Officer and LADO) see external contacts on page 4 above. If an allegation is made against anyone working with children in the School, the School will conduct a basic inquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of allegations without prior consultation with the Local Authority Named Senior Officer or LADO or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the Local Authority Named Senior Officer or LADO on a no-names basis.

When dealing with an allegation about a staff member the school will apply common sense and judgement, deal with allegations quickly, fairly, and consistently and will support the person subject to the allegation.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the Head. If the Head is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and LADO. Where the Head is unavailable this should be referred to the DSL, unless there are concerns about the DSL, in which case it should be referred to the nominated safeguarding governor.

2. An allegation against a Governor should be reported immediately to the Safeguarding Governor. If the Safeguarding Governor is the subject of the allegation, it should be reported to the Head.
3. The person taking action is known as the Case Manager. The Case Manager should immediately discuss the allegation with the Local Authority Named Senior Officer who will liaise with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the Case Manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the Case Manager should contact Children's Social Care and, as appropriate, the Police immediately). All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or Children's Social Care. The DSL is responsible for ensuring the child is not at risk.
4. Where the Case Manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the LADO and make a risk assessment of the situation. It may be necessary for the LADO to make a referral to Children's Social Care.
5. When to inform the individual, who is the subject of the allegation, will be considered on a case-by-case basis and with guidance from the LADO, and if appropriate, the Police and / or Children's Social Care. Subject to any objection, the Case Manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course of action. The Case Manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
6. The Case Manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
 - redeployment within the school so that the individual does not have direct contact with the child or children concerned;
 - providing an assistant to be present when the individual has contact with children redeploying to alternative work in the school so the individual does not have unsupervised access to children moving the child or children to classes where they will not come into contact with the member of staff, but this decision should be made if it is in the best interests of the child or children concerned and takes account of their views for stop it should be made clear that this is not a punishment and parents have been consulted; Or
 - temporarily redeploying the member of staff to another role in a different location, for example to an alternative school wear available.

These alternatives allow time for an informed decision regarding the suspension. this will, however, depends upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is / are at risk of harm, or the case is so serious that it might be grounds for dismissal. The Case Manager will give due weight to the views of the LADO, Working Together to Safeguard Children and KCSIE when making a decision about suspension (Including with respect to considering alternatives). Where the individual is suspended, the Case Manager will ensure they know who their point of contact is in the School and shall provide them with their contact details. The Case Manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

7. Where a member of boarding staff is suspended pending an investigation, the Case Manager will consider whether arrangements for alternative accommodation away from children should be made.
8. Where further inquiries are required to enable a decision about how to proceed, the LADO and Case Manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the school to ensure that an appropriate investigation is carried out. In straight forward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is a lack of resource, or the nature or complexity of the allegation/s requires it, an independent investigator may be appointed to undertake the investigation.
9. The Case Manager will ensure that parents or carers of the child / children involved will be informed of the allegation as soon as possible and kept informed about progress of the case, subject to any advice from Children Social Care or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the person who is subject to the allegation/s.
10. The Case Manager will monitor the progress of the case to ensure it is dealt with as quickly as possible following a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated(insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it unless that has been a deliberate act to deceive or cause harm to the person subject to the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
11. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case and the first will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
12. The Case Manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated, and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the person has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
13. On conclusion of the case, the Case Manager should review the circumstances of the case with the Local Authority Named Senior Officer or LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

Where an individual is removed from regulated activity, or would have been removed had the individual not left, including when they are suspended, redeployed to work that is not regulated activity, are dismissed, or have resigned, and the individual has engaged in relevant conduct in relation to children and/or adults, and/or satisfied the harm test in relation to children and/or vulnerable adults, and/or being cautioned or convicted of a relevant (automatic barring either with or without right make representations) offence, the School will make referral to the DBS.

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the Case Manager and the LADO should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. The information to be kept on file includes a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached on the outcomes, and a declaration on whether the information will be referred to in any future reference. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the Independent Inquiry into Child Sexual Abuse ('IICSA') and in accordance with its guidelines. All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded, or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Children's Social Care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's Behaviour Management Policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so and will inform the Boarding School Association (where relevant).

Dealing with safeguarding concerns or allegations about supply staff and contractors

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency') or contractors. The School will usually take the lead, but agencies should be fully involved and co-operate in any enquiries from the LADO, Police and/or Children's Social Care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding allegations, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply staff is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the School, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or cease to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Dealing with low level concerns or allegations (i.e. that do not meet the harms test) about teachers and other staff (including the Head), supply staff, agency staff, contractors, governors and volunteers

A low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the Staff Behaviour Policy, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low - level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances through to that which is ultimately intended to enable abuse (for example, grooming type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even low - level concerns is important to create and embed a culture of openness, trust, and transparency in which the School's values and expected behaviour of its staff are consist or constantly lived, monitored, and reinforced by all staff.

The School Staff Behaviour Policy can be found in SMC all staff HR staff policies and on the School website. The aim of the Staff Behaviour Policy is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils all staff at risk of harm or of allegations of harm to a pupil. All staff are expected to comply with the standards contained within the Staff Behaviour Policy at all times.

Staff must share all concerns with the Head without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. If the low - level concern relates to the Head, it should be shared with the Chair of Governors.

Staff are encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Head will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way.

The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing by the Head. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for 10 years, or until the individual has left employment, whichever is longer.

Low - level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example misconduct or poor performance.

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the LADO.

Where a low-level concern relates to a person employed by supply agency or a contractor, staff should share that concern with the DSL or DDSL, and / or the Head. The concern will be recorded in accordance with the School's low level concern procedure, and the individual's employers will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the School is in any doubt as to whether a low-level concern in fact meets the harm threshold, the Head will consult with the LADO.

Staff Behaviour Policy

The School's *Staff Behaviour Policy* can be found on the School website (policies) and in St Mary's Cloud /All staff/Human Resources (staff policies) tile. The aim of the *Staff Behaviour Policy* is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of an allegation of harm to a pupil.

Safer Recruitment

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the *School's Recruitment, Selection and Disclosure Policy*. Staff connected to the EYFS 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.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's *Visitors' Policy* which can be found on SMC and on the School website.

The School's protocols for managing contractors attending the School site can be found in the Arrangements for Selecting and Managing Contractors Policy which can be found on SMC.

Management of Safeguarding

The Junior School DSL is Jo Christian and the Junior School DDSL is Sarah Cliff. The Senior School's DSL is Aodain Clover, and the Senior School DDSLs are Claire Elliott and Stephen Seidler. Jo Christian and Aodain Clover are members of the School's SLT. This ensures there is always the required cover for the role.

The DSLs and DDSLs' contact details can be found on the [Contacts](#) page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters (including online safety) in their respective Schools. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, refer incidents to third parties (including Children's Social Care, the DBS, Channel and the Police) where appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSLs work with the governors to review and update the School's safeguarding policy.

Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible and within five days for an in-year transfer or within the first five days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help and put in place the right support guard this child and thrive in the school.

The DSLs regularly review the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to Children's Social Care.

During term time the DSLs or DDSLs will always be available in person during school hours to discuss safeguarding concerns and may be contacted via the number given in the Key contacts section above in relation to any safeguarding concern. Staff are provided with a mobile number for the DSLs and there is a DSL / DDSL rota for out of term time. As staff availability cannot be guaranteed out of school hours, urgent safeguarding matters should be referred directly to Children's Social Care (and copied to the relevant DSL). Staff must not delay in taking action. During such times when the DSL or DDSLs are not available, non-urgent matters may be emailed to the relevant DSL or communicated through the Senior School reception 01223 353253.

The DSL or DDSL should liaise with SCPB and work with other agencies in line with the Working Together to Safeguard Children guidance. NPCC - [When to call the Police](#) can assist the DSL / DDSL understand when they should consider calling the Police and what to expect when they do. If the school has questions about any police investigation, it will ask the police. The DSL/DSL will also be responsible for liaising with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health. The DSL and DDSL should be confident as to what local specialist support is available to support all children involved in sexual violence and sexual harassment and be confident as to how to access support when required.

Whilst the Head should ensure that the policies and procedures adopted, Particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSLs and this responsibility should not be delegated. The DSLs from each school, together with the Safeguarding Governor, meet three times a year to discuss recent trends and updates. The DSLs at the Junior and Senior School meet with the Safeguarding Governor at least 3 times a year to discuss matters pertaining to safeguarding and any trends.

Full details of the DSL's role can be found at annex C of KCSIE.

Training

Induction and further training are in line with advice from the SCPB. Additionally, the School will assess the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns. All Governors receive safeguarding training on induction and will also receive safeguarding and child protection updates at least annually. 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 skills and knowledge to safeguard children effectively, including staff meetings, twilight training, INSET and professional development appraisals. The School maintains written records of all staff training.

All Staff

All staff (including the Head, temporary staff, and volunteers) will be provided with induction training that includes (and where relevant includes the provision of copies of):

- The Safeguarding and Child Protection Policy (including the policy and procedures to deal with child-on-child abuse)
- The role, identity and contact details of the DSL(s) and DDSLs.
- A copy of Part one and Annex B of KCSIE. (*staff who do not work directly with children may be required to read Annex A instead at the direction of the DSL*)
- Appropriate Prevent duty training.
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Setting February 2022.
- The Behaviour Management Policy (including measures to prevent bullying, including cyberbullying, prejudice - based and discriminatory bullying).
- The Discipline, Exclusions and Required Removal Policy.
- The Staff Behaviour Policy.
- The Whistle Blowing Policy.
- The IT Acceptable Use Policy.
- The On-Line Safety Policy.
- Taking, Storing and Using Images Policy.
- Bring Your own Device to Work Policy.
- Social Media Policy
- The Missing Child and Uncollected Child Policy.

All staff are also required to:

- Read and understand Part one and Annex B of *KCSIE (or for staff that do not work directly with children, Annex A)* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes.
- Receive training in safeguarding and child protection regularly, in line with advice from the SCPB. Training will include online safety and harmful sexual behaviours (including child-on-child abuse, sexual violence, and harassment) and guidance on managing a report of child-on-child harmful sexual behaviour. Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual and criminal exploitation, female genital mutilation, cyberbullying, prejudice-based bullying, gangs and mental health. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively (including online). The School provides these via, INSET, Twilight, emails, bulletins and staff meetings.

The Governing Body will ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the School are effective and support the delivery of a robust whole school approach to safeguarding. The training should be regularly updated.

The Governing Body are aware of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010, and their local multi agency safeguarding arrangements. Under the Human Rights Act 1998, it is unlawful for the school to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach conventions set out in the ECHR Convention.

DSL(s)

The DSLs and DDSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. The DDSL is trained to the same level as the DSL. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the SCPB's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of *KCSIE*.

In addition to their formal training, the DSLs' and DDSLs' knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure. The DSL at the Senior School is a member of the Cambridgeshire Education Safeguarding Group.

Oversight of Safeguarding - including arrangements for reviewing policies and procedures

Jo MacKenzie is a member of the Governing Body and has been designated to lead in relation to responsibility for the safeguarding arrangements in the School. The Safeguarding Governor is a member of the Governance Committee and the Governing Body.

The Governing Body has overall responsibility for matters which are the subject of this policy including:

- legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the School, having regard to relevant guidance issued by the Secretary of State; and
- strategic leadership responsibility for the School safeguarding arrangements; and
- specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE to include a formal annual review of the School's safeguarding policies and procedures and their implementation and assessing the adequacy of safeguarding arrangements for those who use or hire premises before commencement of arrangement and thereafter at least annually.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt. The Board of Governors review this policy and give Board approval. The DSLs reports to the Governance Committee in September to raise any topics of interest and summarise the School's safeguarding practices over the year. The Local Authority safeguarding audit is completed by the DSLs and presented to the Governing Body at the end of the Autumn Term. The DSLs work with the Safeguarding Governor to prepare a report for the Spring Term Governing Body meeting. This includes 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 School draws on the expertise of staff, including the DSLs and DDSLs, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

The School's arrangements to fulfil other safeguarding responsibilities.

Teaching children how to keep safe

The Governing Body ensures that all pupils are taught about safeguarding, including online, through the curriculum, assemblies and PSHEE to help children to adjust their behaviours, both inside and outside of school, in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet, and the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. The School recognises that a 'one size fits all' approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEN/D children might be needed.

Internet safety (including when children are online at home) is an integral part of the School's curriculum and also embedded in PSHEE and Relationships Education and Relationships and Sex Education (RSE).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system. The filtering is based on year group with monitoring at the firewall and on the device to detect violation. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate, and harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or

financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images. The School recognises however that children have unlimited and unrestricted access to the Internet via mobile phone networks (ie 3G, 4G and 5G) which means that children may consensually and / or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected. Further detail of the School's approach to online safety can be found in the *School's On-Line Safety Policy* and the *Pupil Internet and IT Acceptable Use Policy* which also includes detail on the use of mobile technology in school (and accessing 3G, 4G and 5G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems. These systems will be reviewed periodically.

The School will liaise with parents to reinforce the importance of children being safe online and the systems the School user to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning, including the sites they will be asked to access and who from the School their child is going to be interacting with online.

Pupils are taught about the importance of wellbeing, emotional, physical, and mental health in order to develop resilience and self-esteem. Parental advice is offered through parent talks and in newsletters. Pupils are taught about harmful sexual behaviours through PSHEE education appropriate to their age and stage. Pupils have several sources of support within the School: Tutors, heads of year, nurses, and the School Counsellors. There is a written procedure for pupils to use if they have a worry or complaint and there is a mentoring programme for Year 7 pupils. Each year group in Boarding will have a link Boarding Prefect who act as a mentor to pupils in that year group.

[Relationships Education and Relationships and Sex Education \(RE/RSE\)](#)

Relationships Education and Relationships and Sex Education is compulsory from September 2020. The School will have regard to the DfE's statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education when make arrangements for and teaching relationships education and relationships and sex education. The School understands that preventative education is most effective in the context of a whole - school approach that prepares children for life in modern Britain and creates the culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, and sexual violence/ harassment.

[Looked After Children](#)

Where the School welcomes a pupil, who is looked after by the local authority, Claire Elliott will have responsibility for their welfare and progress. The Governing Body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority and the School ensures that the designated member of staff receives appropriate training in order to carry out their role.

[Arrangements for visiting speakers](#)

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable (see *Visitors' Policy*). The School's responsibility to pupils is to ensure that they can critically assess the information they receive from the visiting speaker as to its value to themselves and that the information to be delivered is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will consider any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Whilst on the School site, visiting speakers will be supervised by a school employee. On arrival, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its *Visitors Policy* and *Data Protection Policy*.

Early Years' provision safeguarding arrangements

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's Early Years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's *Recruitment, Selection and Disclosure Policy*.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

When a member staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is a scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

Use of mobile technology (including phones and cameras)

The *Staff Behaviour Policy*, the *IT Acceptable Use Policy* and the *Taking, Storing and Using Images of Children Policy* sets out the guidance for use for staff. Staff who act in breach of these policies may be subject to disciplinary action.

Mobile phone use is prohibited in the EYFS department/building/playground at any time when children are present. This applies whether the mobile phone belongs to the School, staff, volunteers, contractors, peripatetics, pupils, parents, or any other visitor to the School. Staff who work in the EYFS setting must ensure that their phones are switched off and kept out of sight in a securely locked drawer. No camera, iPad or other type of camera/filming equipment is allowed in the EYFS setting except those that are the property of the School.

The *Pupil Internet and IT Acceptable Use Policy* and the *Taking, Storing and Using Images of Children Policy* sets out the guidance for use for pupils. Pupils are not permitted to bring mobile phones or any mobile device with a camera facility into the EYFS setting.

The School's approach to online safety is set out in the *Online Safety Policy*.

Parents may bring mobile phones onto the premises but may only take photographs during school events for personal use. Parents should be reminded that the publication of such images (including on social network sites) may be unlawful.

Visitors may bring mobile phones onto the premises but may not take photographs or videos under any circumstances. A commercial third party may do so but only with the consent of a senior member of staff and with appropriate supervision.

DSL for the EYFS

The DSL in the EYFS setting is Jo Christian and the DDSL is Sarah Cliff (see key contacts).

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Risk Assessment

Where a concern about a pupil's welfare is identified, the risks to the pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified. The School's approach to promoting pupil welfare will be systematic and pupil focused.

The Head 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.

Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been trained in carrying out the particular assessment.

Appendix 1 – Types and indicators of abuse and specific safeguarding issues

All school staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and therefore staff should always be vigilant and always raise any concerns with the DSL or DDSL.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the DSLs and DDSLs, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent or abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL or DDSL.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult

males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between children of any sex. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and all staff should be aware of it and know how to report it (see above). They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

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

Indicators of Abuse

The SCPB can provide advice on the signs / indicators 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.

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

- The pupil says they have been abused or asks a question or makes a comment which gives rise to that inference.
- Poor attendance/persistent lateness.
- Fear parents/carers being contacted.
- Self-harm.
- Continual self-depreciation.
- Detached/ 'don't care' attitude.
- Withdrawn/social isolation.
- Aggressiveness, anger, anxiety, tearfulness.
- Poor personal hygiene.
- Sexually transmitted disease/infection.
- There is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in type or location or there have been a number of injuries and there is a pattern.
- The pupil's behaviour stands out from the group as either being extreme model behaviour or there is a sudden 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 all there is deterioration in the pupil's wellbeing.
- The pupil appears neglected, e.g., dirty, hungry, inadequately clothed.
- The pupil is reluctant to go home or has been openly rejected parents or carers.
- Inappropriate behaviour displayed by other members of staff or any other person working with children e.g., inappropriate comments, one to one attention beyond the requirements of their usual role or responsibilities, or inappropriate sharing of images.

Specific Safeguarding Issues

KCSIE Annex B identifies specific safeguarding issues:

- Child abduction and community safety incidents
- Children and the court system.

- Children missing from education
- Children with family members in prison.
- Child sexual exploitation
- Child criminal exploitation: county lines or other gang activities
- Modern slavery and the national referral mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- So-called 'honour-based' abuse
- Female Genital Mutilation including mandatory reporting for teachers
- Forced Marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Child on child
- Sexual violence and sexual harassment between children in school and colleges
- Serious Violence
- Upskirting

Further advice and links to guidance can be found in Annex B and staff should be particularly aware of the safeguarding issues as set out below.

Children missing from education

See page 21 of this policy.

Child sexual exploitation (CSE)

CSE 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; and/or
- (c) through violence or threat of violence to victims (and their families)

Whilst age may be the most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16- and 17-year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-sexual activity and may occur without the child or young person's immediate knowledge (e.g through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g they believe they are in a genuine romantic relationship.

Children can be exploited by adult males and females or other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. It can include children who have been moved (trafficked) for the purposes of exploitation.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may

not, be accompanied by violence or threats of violence. It may occur alone or may overlap with Child Criminal Exploitation (CCE)(below) and/or county lines (see below), as well as other forms of abuse.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

The DfE has published guidance entitled [Child Sexual Exploitation: Guide for Practitioners](#)

Reporting CSE: In addition to usual reporting, please refer to the risk assessment on the referral form for Children's Social Care. If there are concerns about particular locations and/or perpetrator/s information can be sent to the CSE team on CSEteam@cambs.pnn.Police.uk

Child Criminal Exploitation CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions
- children who associate with other children involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children:

- who go missing and are subsequently found in areas away from their home;
- who have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office. [Criminal Exploitation of Children and Vulnerable Adults: County Lines](#).

Modern slavery

Modern Slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "[Modern slavery: how to identify and support victims \(May 2022\)](#)"

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL or DDSL, should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk

Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex B of KCSIE. This includes details about Operation Encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children. School staff can contact Operation Compass on 0204 513 9990 for advice in respect of children who have experienced domestic abuse.

So called 'honour based' abuse (including FGM)

This encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

- Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. Pages 61-63 focus on the role of schools. To give an example of indications that a girl has already been subjected to FGM:
- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g., withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate. The report should be made by calling 101, the single non-emergency number. If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure

by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty. Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents, and teaching about FGM. See also [Multi-agency statutory guidance on female genital mutilation](#).

Forced marriage

Forcing a person into a 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. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation

The DSLs are trained Prevent Leads and can offer support and guidance.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. .

in the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse and those who are currently receiving support through the Channel programme and have that support in place for when the child arrives at the new school

Child-on-child abuse

See page 22 of this policy.

Sexual violence and sexual harassment between children in school

See page 23 of this policy.

Special educational needs and/or disabilities (SEND)

Pupils with SEND or certain health conditions can face additional safeguarding challenges. Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice - based bullying) than other children;
- The potential for children with SEND Certain health conditions being disproportionately impacted by behaviours such as Group isolation or bullying (including prejudice - based bullying), without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges; and
- being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or understanding the consequences of doing so.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBTQ+)

The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. The School endeavours to provide a safe space for LGBT Q+ children to speak out or share their concerns with trusted members of staff.

Serious Violence

Indicators which may signal that children are at risk from or are involved with serious violent crime may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

Further advice for schools is provided in the Home office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

Upskirting

Is a criminal offence and 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. Anyone of any sex can be a victim.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. Children are at risk of abuse online as well as face to face. Abuse may take place via online channels and in daily life.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel pupils or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Sharing nudes or Semi-Nudes / Sexting

See page 19 of this policy.

The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online

- images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) sets out the classification of incidents, and how each should be handled.

Mental health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.

The DfE has published advice and guidance on Preventing and Tackling Bullying [Preventing and tackling bullying \(publishing.service.gov.uk\)](#), and Mental Health and Behaviour [Mental health and behaviour in schools \(publishing.service.gov.uk\)](#) in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

The School wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. Incidences of depression, self-harm and eating disorders have all risen in recent years in the UK and are all linked to poor mental health. It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Advice for pupils and parents is available at:

<https://www.youngminds.org.uk>

<https://www.mentalhealth.org.uk>

<https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/eating-disorders>

<https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/depression>

<https://www.mentalhealth.org.uk/a-to-z/s/self-harm>

Homelessness

Being homeless, or at risk of homelessness presents a real risk to a child welfare. The school should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a people may be at risk of homelessness, they should talk to the DSL in the first instance. Whilst referrals to

the local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm in accordance with this policy.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

It is important that information given to children focus on building children's confidence and abilities rather than simply warning them about all strangers for stop further information is available at:

www.actionagainstabduction.org and www.clevernevergors.org

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5–11 year-olds and 12–17 year-olds available on the gov.uk website.

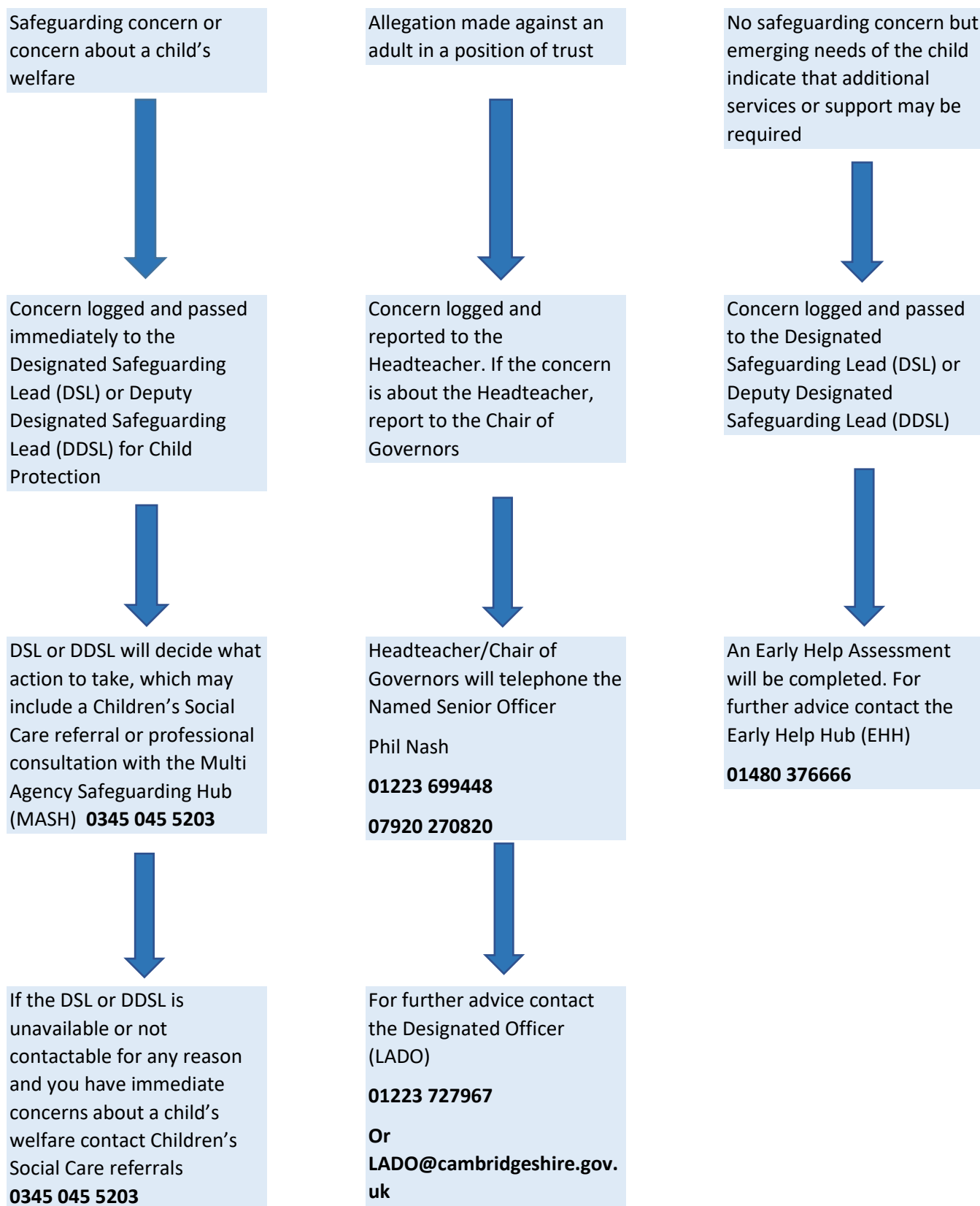
The guide explains each step of the process and support, the special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements for the family courts following separation can entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Appendix 2 - Safeguarding flowchart



Appendix 3 – Making a referral (steps for staff to follow)

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.

Where staff may be required to make a direct referral, there are several additional resources staff may find helpful:

Online reference to find the relevant Children’s Social Care contact numbers:

<https://www.gov.uk/report-child-abuse-to-local-council>

The flowchart set out at page 22 of part 1 of KCSIE 2022 and the flowcharts set out in Chapter 1 of Working Together to Safeguard Children for information about the likely actions and decisions required.

Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral as follows:

1. Personal details of the child.
2. Detailed information about the concern.
3. Information about the child’s family and siblings.

If the referral is made by telephone, this should be followed up in writing with care taken to ensure this information goes to the correct recipient and is transmitted securely.

If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

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.

Following a referral, if the child’s situation does not appear to be improving, the local escalation procedures should be followed to ensure that concerns have been addressed and that the child’s situation improves. These can be found at:

<https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/lscbprocedures/>