



CHILD PROTECTION POLICY AND PROCEDURES

<i>At the time of publishing the following roles were held:</i>	
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Deputy Designated Safeguarding Lead(s)	Dr J Hunter
Designated Teacher for cared for or previously cared for children	Mrs Campbell
Special Educational Needs Coordinator (SENDCo)	Miss R Price
Governor with safeguarding responsibility	Mr R Scott

Approved by:		
Name:	Mrs S Anderson	
Position:	Chair of Governors	
Signed:		
Date:	October 2025	Version: 10
Review date:	September 2026	

This policy will be reviewed annually as a minimum and more often should legislation or statutory guidance change

REVIEW SHEET

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions. Schools should devise their own version history to reflect the Policy status in the school.

Version Number	Version Description	Date of Revision
1	Original	Nov 2017
2	Updated following new guidance published Sept 18 in Keeping Children Safe in Education	Jan 2019
3	Updated to take account of 'Keeping Children Safe in Education' – September 2019 and changes to create the Cumbria Safeguarding Children Partnership CSCP September 2019	Nov 2019
4	Updated to include safeguarding procedures during COVID-19 school closure	April 2020
5	Updated to take account of 'Keeping Children Safe in Education' – September 2020	October 2020
6	Updated in line with the publication of Keeping Children Safe in Education 2021 and updated DFE advice on sexual violence and sexual harassment between children in schools	September 2021
7	Updated in line with the statutory guidance 'Keeping Children Safe in Education 2022.	September 2022
8	Updated in line with the publication of statutory guidance' Keeping Children Safe in Education 2023, Operation Encompass Teacher's Helpline details and other minor amendments including the Unitary authority change.	September 2023
9	Reviewed and updated to reflect KCSIE 2024	September 24
10	Reviewed and updated in line with KCSIE 2025. Information added on the retention of document for a child removed from school roll for Elective Home Education	Oct 2025

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POLICY STATEMENT

1. Definitions

For the purposes of this Policy and Procedures a child, young person, or student is referred to as a 'child' or a 'student' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

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

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

Child on child abuse may also be referred to as peer on peer abuse or child on child sexual violence and sexual harassment and should be taken to mean child on child abuse of any description.

Wherever the term 'Designated Officer' or 'DO' is used, this refers to the role formerly known as the Local Authority Designated Officer (LADO) which was renamed Designated Officer in 'Keeping Children Safe in Education' July 2015.

2. Introduction

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is inside or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
- acting to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting the welfare of children. It refers to the activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

The DfE statutory guidance 'Keeping Children Safe in Education' is our first point of reference for child protection and child welfare issues in school. The guidance has been issued to, read and is followed by:

- members of the governing body;
- school staff including the senior leadership team.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. This Child Protection Policy and Procedure should be read in conjunction with other school Policies and Procedures.

3. Ethos

At Settlebeck School the health, safety and well-being of all our children is of paramount importance to all the adults who work or volunteer here. All of our children have the right to protection, regardless of age, sex, race, ethnicity, disability, religion or belief, gender reassignment, gender, sexual orientation, ethnicity

or disability. They have a right to be safe in our school; this is enhanced by the adoption of the Whole School Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults who work in school.

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

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

The School regards Child Protection and safeguarding as an essential task of **all** its staff, governors, and visitors/volunteers who come into school. We are committed to protecting and safeguarding students in school.

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff, visiting adults, governors etc. or external sources – school community, external agencies or individuals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, governors, visitors or parents will always be challenged and, where appropriate, dealt with. Where misconduct by a teacher is proven, the matter will be referred to the Teaching Regulation Agency (TRA) (formerly NCTL) for their consideration. Misconduct by other staff will be dealt with under normal school disciplinary procedures.

We encourage students to respect the fundamental values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and, where political issues are brought to the attention of the students, steps are taken to offer a balanced presentation of opposing views to students.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including on-line) to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. We recognise that a more personalised or contextualised approach may be required for more vulnerable children, victims of abuse and some SEND young people. The PSHE (Personal, Social, Health and Economic Education) curriculum and, where relevant, Relationship and Sex Education will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe.

The School recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where students can develop a sense of being valued and heard in their own right and where they feel safe, secure and respected.

We are aware that young people may be susceptible to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

Where a student is placed with an alternative provision provider, we recognise that as the host school, we remain responsible for the safeguarding of that student and will work closely with the alternative provision provider to ensure the needs of the student are appropriately met. Section 14 of procedures below

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Governing Body to fulfil their duty to have

arrangements in place about safeguarding and promoting the welfare of children introduced by Section 175 of the Education Act 2002 (as amended) (Maintained Schools) and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012).

4. Aims

There are three main aims to our Child Protection Policy:

- Prevention:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to students;
- Protection:** by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;
- Support:** by providing support for students and school staff and for children who may have been or are being abused, exploited or neglected.

We will do these things by:

- ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking 'regulated activity'; in accordance with the Safe Recruitment, Selection and Pre-Employment Vetting policy and procedures.
- ensuring that members of the Governing Body have read, understood and follow DFE statutory guidance 'Keeping Children Safe in Education';
- ensuring all staff and regular volunteers, who work directly with children are aware of, understand and follow the DfE statutory guidance 'Keeping Children Safe in Education', and in particular Part One and Annex B. Those staff that do not work directly with children are aware of and understand either Part One or Annex A.
- promoting good health and preventing the spread of infection;
- managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Whole School Behaviour Policy for details);
- raising awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe;
- being alert to any issues of concern in children's lives at home or elsewhere;
- ensuring that the mechanisms are in place to assist staff to understand and discharge their role and responsibilities as outlined in Part one (or Annex A, where appropriate) of KCSIE; to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication for reporting concerns or suspected or actual cases of abuse;
- ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for **vulnerable groups** such as children with communication/language difficulties or who use alternative/augmented communication systems;
- ensuring that staff have the skills, knowledge and understanding necessary to support cared for and previously cared for children, and to keep them safe.
- monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- ensuring all steps are taken to maintain site security and students' physical safety by establishing a safe environment in which children can learn and develop;
- ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met.
- maintaining records, Policies and procedures.

5. Entitlement

We accept and embrace our legal responsibilities under the [Human Rights Act 1998](#) (HRA) which sets out the fundamental right and freedoms that everyone is entitled to. Being subjected to harassment, violence

and or abuse, including that of a sexual nature may breach any or all of the rights made under the HRA depending on the nature of the conduct and the circumstances.

We also have obligations under the Equality Act 2010. We will not unlawfully discriminate against students, or staff, because of their sex, race, disability, religion or belief, gender or sexual orientation (protected characteristics). Each child in our school, regardless of their background or home circumstances could be the victim of child abuse, whether it is by a parent, other adult known to them or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe and who to ask for help if their safety is threatened.

We have and implement a Single Equality Scheme (SES) with objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities, those identified as 'carers', cared for or previously cared for children and those with protected characteristics. Our SES takes account of the whole school community but specifically for children, how the individual needs of all children will be met (including how those children who are disabled, have special educational needs or other health conditions will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator; arrangements for recording, reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how we will advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

6. Implementation

This Policy and supporting procedures apply to all who come into contact with children in the School, including: teachers, supply staff, learning support staff, teaching assistants, mid-day supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors and other external providers who use the school premises for the purposes of running activities for children.

This Policy should be read in conjunction with other related school policies and procedures and any current local or national public health related advice affecting the safety and welfare of children including

- Health and Safety Policy
- Online Safety Policy and Procedures
- Behaviour Policy
- Relationships and Sex Education Policy
- Code of Conduct for Staff and other Adults
- Data Protection Policy and Procedures
- School Single Central Record (SCR) (Restricted Access)
- Equality scheme and objectives
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy.
- Accessibility Plan
- Supporting Students with Medical Conditions Policy and Procedures
- Special Educational Needs Policy/Information Report
- Whistleblowing Policy
- Educational Visits procedures (including procedures for risk assessments)
- First Aid and Accidents procedures
- Attendance Procedures including first day calling and missing child procedures.

- Safer Recruitment, Selection and Pre-Employment Vetting Policy and Procedures.
- Emergency Plans (including Lockdown Procedures)
- Guidance on use of photographic images
- Code of Conduct for adults visiting or working on a school site (leaflet)
- Risk assessments.
- DFE, Ofsted and CSCP guidance as outlined in Appendix A

7. Child protection during emergencies

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

Additional issues which may need consideration or action include:

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

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

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

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

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

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

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

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

Remote education – during periods where remote education is required, our communications with parents will be used to reinforce the importance of children being safe online and will provide details of the systems we use in school to filter and monitor online use. We will be clear on what their children are being

asked to do online, including the sites they will be asked to access and who from the school their child is going to be interacting with.

8. Review

This Policy will be reviewed annually (as a minimum) and more often should legislation or statutory guidance change and to keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt from Child Safeguarding Practice Reviews both locally and nationally.

PROCEDURES

1. Roles and Responsibilities

All Governors and staff have a shared responsibility to safeguard children. The Governing body and the senior leadership team, especially the Designated Safeguarding Lead and deputy, will make themselves aware of, and follow the local safeguarding partnership arrangements. Locally the three safeguarding partners (Westmorland and Furness Council; Cumbria Constabulary; North Cumbria Integrated Care NHS Foundation Trust/Morecambe Bay Integrated Care Partnership) will make arrangements to work together with appropriate relevant agencies (including schools) to safeguard and promote the welfare of children, including identifying and responding to their needs.

1.1 The Role of the Local Academy Board

Settlebeck School Academy governors will ensure they facilitate a whole school approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

The School has a nominated Governor, **Mr Peter Irvine, Chair Governors** to liaise with the Local Authority Designated Officer (LADO) partner agencies in the event of allegations of abuse made against the Headteacher or member of Governing Body. In the event of allegations or concerns being made against the Headteacher, or a situation where this is a conflict of interest in reporting the matter to the Headteacher allegations should be reported directly to the Local Authority Designated Officer (LADO).

The Governing Body is accountable for ensuring their establishment:

- promotes and embeds a culture and environment of openness, trust and transparent so that staff feel comfortable to discuss matters of concern both within, and where appropriate, outside of the workplace which may have implications for the safeguarding and welfare of children;
- has appointed the Headteacher to take leadership responsibility for the setting's safeguarding arrangements with time given, funding and training, resources and support to provide advice and support other staff, liaising with the LA and working with local multi-agency safeguarding partners and other agencies.
- ensures that **all** governors receive appropriate safeguarding and child protection (including online) training at induction. Any training should include an element of online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated;
- ensures that **all** governors read and understand their responsibilities described in Part two and Annex C (responsibilities of the DSL) of Keeping Children Safe in Education;
- ensures that **all** governors understand their responsibilities under the Human Rights Act 1998 and the Equality Act 2010 (and public Sector duty);
- has appointed an appropriate senior member of staff, from the School Leadership Team to the role of Designated Safeguarding Lead (DSL) with a named deputy. The role of Deputy DSL is not a legal requirement but will enable the statutory requirement to have a member of staff with Safeguarding Lead responsibilities always available to staff during school hours should the DSL be unavailable for any reason. The DSL will have appropriate status and authority within the school to carry out the duties of the post, will take lead responsibility for safeguarding and child protection (including online safety and an understanding of how the filtering and monitoring systems and processes in place). The DSL must be given the time, funding, training, resources and support to provide advice and support to other staff, liaising with the LA and working with local multi-agency safeguarding partners and other agencies. This responsibility is explicit in the role-holders' job descriptions;

- contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children', and HM Government 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers;
- provides a co-ordinated offer of early help when additional needs of children are identified and contribute to inter-agency plans to provide additional support to children subject to child protection plans;
- has provided the means to ensure that **all staff** in their school has **read** at least Part one (or Annex A, where appropriate) of Keeping Children Safe in Education and has mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A, where appropriate) of Keeping Children Safe in Education. A proportionate risk -based approach will be given to the level of information that is provided to temporary staff, volunteers and contractors;
- has effective Policies in place for child protection and staff behaviour (part of the Behaviour Policy and the Staff Code of Conduct) and online safety which are provided to staff and volunteers on induction and which are transparent, clear and easy to understand;
- ensures that safeguarding training for staff, including in relation to online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. In doing so, the governors will have regard to the Teachers' Standards
- has safeguarding arrangements which consider the procedures and practice of the LA as part of the inter-agency safeguarding procedures set up by the Westmorland and Furness SCP;
- actively promotes fundamental British values as part of the school's broad and balanced curriculum in order to ensure students' spiritual, moral, social and cultural (SMSC) development;
- assesses the risk, taking local context into account, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- ensures that online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. As a result, consideration will be given as to how online safety is reflected, as required, in all relevant policies; how online safety is included in the curriculum and how to keep parents engaged in online safety;
- has appropriate online filtering and monitoring systems in place (informed by an appropriate risk assessment), having identified a member of the SLT and a Governor to be responsible for ensuring the DfE Filtering and Monitoring standards are being met along with identification of the roles and responsibilities of staff and third parties, for example, external services providers.
- has procedures in place for monitoring online safety and regularly monitors systems and practices to ensure their school leaders are keeping children safe online. UKIS guidance 'Online safety in schools and colleges; Questions from the Governing Board' is used to ensure this;
- has carefully considered how students and students are being supported with regard to particular protected characteristics including disability, sex, sexual orientation, gender reassignment, religion or belief, and race;
- has a culture of listening to children, taking account of their wishes and feelings, both in individual decisions and the development of services;
- ensures the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to confidentially report any form of abuse, neglect or exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback;
- has a robust system of monitoring child protection concerns in place with appropriate child protection files which are appropriately maintained;
- has arrangements in place to support students with medical conditions.
- has a written Recruitment and Selection Policy and procedures in place;
- prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff and other adults who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers not in 'regulated activity' are appropriately supervised;
- has at least one person on any appointment panel who has undertaken safer recruitment training;
- prevents people who pose a risk of harm from working with children (either paid or unpaid) by adhering to statutory responsibilities to check staff and other adults who work with children, taking

proportionate decisions on whether to ask for checks beyond what is required; ensuring volunteers not in 'regulated activities' are appropriately supervised.

- has procedures for dealing with allegations/concerns against members of staff, supply staff, contractors volunteers and other external providers using the school premises for the purposes of running activities for children that comply with DfE statutory guidance 'Keeping Children Safe in Education', Cumbria CSCP, LA and locally agreed inter-agency procedures;
- have procedures for dealing with allegations against other children (child on child abuse). This will generally be in accordance with the school Behaviour Policy in the first instance, other more serious allegations will be dealt with following advice from the Cumbria Safeguarding Hub.
- has appointed a designated teacher to promote the educational achievement of cared for or previously cared for children ensuring that this person has appropriate training;
- ensures that staff have the skills, knowledge and understanding necessary to keep cared for or previously cared for children safe and have the information they need in relation to a child's 'looked-after' legal status (whether they are cared for under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- operates a Whistleblowing procedure and will remedy any deficiencies or weaknesses in relation to child protection arrangements that is brought to its attention without delay;
- has appropriate safeguarding responses to children who are absent from school, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- ensures staff members are aware that they must not promise confidentiality to a child and must always act in the best interests of the child;
- has an termly child protection item on the Governing Body agenda;
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis.

1.2 The Role of the Headteacher

It is the responsibility of the Headteacher to:

- ensure that the Policies and procedures adopted are fully implemented and followed by all staff and, where appropriate, by other adults;
- ensure that all staff receive an appropriate induction to the work (paid or unpaid) they are to undertake in the school and that this induction includes a section on the procedures to follow if they are worried about a child or the management of child protection generally in the setting;
- ensure all staff and, where appropriate, volunteers attend or are given access to training in child protection procedures and strategies (including in relation to online safety and the processes involved in online filtering and monitoring) to enable them to identify children who may be at risk from all forms of abuse, exploitation or harm;
- ensure sufficient resources, authority and time is allocated to staff to discharge their responsibilities, including attending training (including online safety training) at regular intervals, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- ensure that online safety is appropriately monitored and reviewed by undertaking an annual review of the school's approach to online safety, supported by an annual review of the risk assessment that considers and reflects the risks the children face. We will use appropriate tools for this purpose such as the self-review tool 360° safe or LGfL online safety audit.
- ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner by supporting the Whistle blowing and low-level concerns procedures.

1.3 The Role of the Designated Safeguarding Lead (DSL)

Sarah Campbell, Headteacher is the Designated Safeguarding Lead who will provide support to staff members and other adults to carry out their safeguarding duties and who will liaise closely with other services such as Children's Services. The DSL and her deputy are most likely to have a complete safeguarding picture of an individual child's or family background. The role of the Designated Safeguarding

Lead is explicit in the role-holder's job description and includes the roles outlined in Annex C in Keeping Children Safe in Education.

There will always be cover for this role – the Cover for the Designated Safeguarding Lead Dr Jayne Hunter, deputy DSL, is trained to the same standard as the DSL. The role of Deputy DSL is explicit in the role-holder's job description.

During term-time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding allegation or concern (no matter how small). Arrangements will be made to ensure that access to the DSL or deputy will be available to staff during off-site visits or other extra-curricular activities taking place outside normal school hours.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection (including online safety), as set out above, remains with the Designated Safeguarding Lead, this **lead responsibility** should not be delegated.

The Designated Safeguarding Lead will have knowledge and skills for recognising and acting upon Child Protection concerns, having received appropriate training. The Designated Safeguarding Lead is also the 'Prevent Single Point of Contact' (SPOC) and point of contact for Operation Encompass (in their absence the Deputy Designated Safeguarding Leads are the point of contact).

Liaison and Referrals: The Designated Safeguarding Lead will:

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

- ensure that the most relevant trained person attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents where necessary;
- ensure that any child currently on Child protection Plan who is absent without explanation for two days is referred to their key worker's Social Care Team;
- understand and support the school in relation to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- be aware of the local procedures for making a 'Prevent' referral.
- hold the details of the LA Personal Advisor appointed to guide and support a care leaver and will liaise with them as necessary regarding any concern affecting the care leaver;
- liaise with staff, (especially pastoral support staff, school nurses, IT technicians, SENCO) on matters of safety and safeguarding (including online and digital safety) and act as a source of support, advice and expertise within school when deciding to make a referral using the Westmorland and Furness Multi-agency Children's Hub Single Contact on-line form or the North Yorkshire/Lancashire Hub.

Training: The Designated Safeguarding Lead will:

Receive appropriate training (updated every two years) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early/Family Help Assessments (EHA);
- have a working knowledge of how the Local Authority (s) conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff, supply staff and volunteers/students;
- be alert to the specific needs of children in need, including those with special educational needs, young carers and those at risk of radicalisation or child sexual exploitation;
- understand and support staff in challenging inappropriate behaviours associated with sexual violence and sexual harassment among all children, paying particular attention to those who are or are perceived to be lesbian, gay or bisexual ;
- understand the issues relating to harmful sexual behaviour (HSB) in order to plan preventative education and implement preventative measures;
- keep detailed, accurate and secure written records of concerns and referrals;
- understand the General Data Protection Regulation (GDPR);
- understand their role in multi-agency working and the importance of information sharing both within school, and with safeguarding partners, other agencies, organisations and practitioners;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school and to support other adults in doing so;
- recognise the additional risks that children with SEN and disabilities (SEND) and other medical or physical health conditions face both online and offline, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- be able to keep, detailed, accurate and secure written records of all concerns, discussions and decisions made including the rationale for those decisions regardless of whether referrals were or were not made to another agency;
- obtain access to resources and attend any relevant or refresher training courses and, where required, disseminate information learned from training to others in the setting;
- encourage a culture among all staff and other adults of listening to children and taking account of their wishes and feelings, in any measures the school or college may put in place to protect them.

Raising Awareness: The Designated Safeguarding Lead will:

- ensure that, during the induction process, all staff and volunteers are made aware of, and understand, the setting's Child Protection Policy and procedures, the school Code of Conduct for staff and other adults and are provided with a copy of Part one or Annex A where appropriate of 'Keeping Children Safe in Education – Safeguarding information for all staff – Sept, Settlebeck School Safeguarding

Bulletin whose contents is derived from DfE guidance 'What to do if you're worried a child is being abused', March 2015 and the Westmorland and Furness SCP 'Summary of allegations management procedures' flowchart.

- ensure that all staff are made aware of and understand the school's safeguarding response to children who are absent from education, particularly on repeated occasions and/or prolonged periods;
- ensure that all staff and other adults are made aware of the appropriate language/terminology to use when speaking in front of or to children – see definitions of 'victim' and 'alleged perpetrator(s)' and 'perpetrator(s)' outlined on page 1 of the Policy statement;
- ensure the school's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse, neglect, exploitation, child on child abuse and issues relating to sexual violence and sexual harassment;
- ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
- ensure the Child Protection Policy and procedures are available publicly and parents are aware of the fact that referrals about suspected abuse, neglect or exploitation may be made and the role of the school or college in this process;
- link with Westmorland and Furness safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- where children leave the school (including in-year transfers), the DSL should ensure their Child Protection file is forwarded to any new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The DSL should ensure secure transit and a confirmation of receipt should be obtained. The file will be transferred separately from the main student's file. A copy of the chronology will be retained in school. Consideration will also be given to whether information should be shared with the new school significantly in advance of a child leaving the school so that the receiving school can have the appropriate support in place for when the child arrives. Further information on the child protection file is outlined in Annex C of Keeping Children Safe in Education.
- Where a child is removed from a school for Elective Home Education, we will securely retain any Child Protection file for the legal time period (DOB + 25 years).

1.4 The Role of the Designated Teacher for looked-after/cared for and previously looked-after/cared for children

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

The Designated Teacher **Sarah Campbell, Headteacher** has lead responsibility for helping school staff understand the things which affect how children cared for and previously cared for children learn and achieve in line with the DfE guidance 'The designated teacher for looked-after and previously looked-after children statutory guidance on their roles and responsibilities' (Feb 2018)

The Designated Teacher will:

- have received appropriate training and have the relevant qualifications and experience to take the lead in promoting the educational achievement of registered students who are cared for;
- liaise and work together with other agencies providing prompt action to safeguard any looked-after or previously cared for child;
- work with the Virtual School Head to promote academic achievement of cared for and previously cared for children and those in kinship care;
- promote the overall health and wellbeing of cared for and previously cared for children liaising with social workers and the Virtual School Head and ensuring they have information about the child's physical, emotional or mental health that may have an impact on his or her learning and educational progress;

- promote a culture of high expectations, educational achievement and aspirations for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- work with the virtual school head to promote the educational achievement of cared for and previously cared for children;
- make sure the young person has a voice in setting learning targets;
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children making full use of Assessment for Learning;
- make sure that cared for and previously cared for children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

1.5 The Role of Teachers

Teachers, including the Head teacher, will safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties in line with the Teacher Standards 2011 (updated 2021).

1.6 The Role of the School Counsellor

Ensuring confidentiality between a young person and counsellor is crucial to the success of the relationship and the outcomes of counselling. A frequent concern raised by young people who have not experienced counselling services is that others will be informed about what has been discussed in sessions. While counsellors are used to working within confidentiality codes, they are aware that there is no such thing as absolute confidentiality when working with young people. Child protection concerns and the welfare of the young person will, at times, need to take precedence over confidentiality. Counsellors will discuss difficult decisions about disclosures/reports with their clinical supervisor and line and manager, and if appropriate, the DSL within the school. Where they think anyone is at risk of significant harm, they will report this to the DSL immediately.

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

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

importance of their role in preventing and responding to it and clear on the school policy and procedures.

- **All staff** should be able to reassure victims (regardless of how long it has taken them to come forward) that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect nor should a victim ever be made to feel ashamed for making a report.
- **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. The language/terminology staff use in individual situations may be critical and staff should be aware of how important it is to use appropriate language and terminology on a case by case basis. See definitions on page 1 of the Policy statement.
- **All staff** area advised to speak to the DSL or deputy should they have a concern about the mental health of a child, as this can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect and/or exploitation.
- **All staff** should be prepared to identify children who may benefit from early help and understand their role in it. (See also section 2.1 below). This includes identifying emerging problems, providing help and support to meet the needs of children as soon as problems emerge, promoting children's welfare and preventing problems from escalating, liaising with the DSL, sharing information with other professionals to support early identification whether this is when the problems are first emerging or where the child is already known to Children's Social Care and, in some cases, acting as the lead professional in undertaking an early help assessment.
- **All staff** should be aware of the process for making referrals to the MACH and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- **All staff** should be aware of and understand the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods;
- **All staff** have a responsibility to read and properly understand 'Keeping Children Safe in Education Information for All School and College staff' (Part one), DfE guidance 'What to do if you're worried a child is being abused', the School Code of Conduct for staff and other adults who work with children, the School's Child Protection Policy and the procedures to follow if they have concerns about a child regardless of the presumed seriousness of the case. Staff will be asked to confirm they have read these documents and be asked to sign as confirmation.
- **All staff** should be aware of and understand the school's safeguarding response to children who go missing from education.
- **All staff** should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside these environments. Staff should consider whether children are at risk or abuse, sexual abuse, serious youth violence, county lines or sexual/criminal or exploitation in situations outside their families and should understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE guidance 'Sexual Violence and sexual harassment between children in schools and colleges' (May 2018).
- If a staff member has any concerns about a child there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to MACH or the relevant equivalent in North Yorkshire and Lancashire. If a referral is
- **All staff** should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse another child online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- If a staff member has any concerns or are unsure about a child's welfare, they should act on them immediately. There should be a conversation with the DSL (or deputy) to agree a course of action, although any staff member can make a referral to Westmorland and Furness MACH, North Yorkshire or Lancashire Hub.. If a referral is made by a member of staff, they should inform the DSL as soon as possible.
- If at any point there is a risk of immediate serious harm to a child a referral will be made Westmorland and Furness Safeguarding Hub or North Yorkshire Hub immediately – **anybody can make a referral**;

2. Supporting Students at Risk

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

We will endeavour to support students through:

- a curriculum which encourages self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment where everyone is valued;
- listening to the child's views and concerns with an open mind;
- the implementation of a shared Behaviour Policy and procedures;
- a consistent approach which supports all children;
- regular liaison with other professionals and agencies who support the students and their families;
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

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

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

2.1 Children who may be particularly vulnerable and early/family help assessment

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area.

All children are vulnerable, but some may be at increased risk of neglect and/or abuse and would especially benefit from early help assessment. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

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

- is disabled or has certain health conditions and has specific additional needs or has special educational needs;
- is suffering from mental ill health;

- is bereaved;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised;
- is viewing problematic and/or inappropriate online content;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse or adult mental health issues and domestic abuse;
- is misusing drugs and/or alcohol themselves;
- has returned home to their family from care;
- is at risk of so-called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child or is in kinship care;
- is persistently absent from education, particularly on repeat occasions and/or for prolonged periods where this is either for the full, or part of, the school day or not in full-time education which can be a warning sign of abuse, neglect or exploitation;
- has experienced multiple suspensions and is at risk of, or has been permanently excluded;
- is at risk of fabricated or induced illness;
- is an asylum seeker;
- is vulnerable to being bullied, or engaging in bullying;
- is showing early signs of abuse, neglect, or exploitation;
- is a privately fostered child;
- is persistently absent from education, particularly on repeat occasions and/or for prolonged periods where this is either for the full, or part of, the school day which can be a warning sign of abuse or neglect;
- is living a transient lifestyle;
- is living in chaotic, neglectful and unsupportive home situations;
- is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- does not have English as a first language.

The Westmorland and Furness Early/Family Help Team can be contacted on:

Telephone No: 0300 303 2723 ; or

Email; family.help@westmorlandandfurness.gov.uk

We will refer to Chapter 3 of Working Together to Safeguard Children and guidance issued by the SCP in relation to Early Help.

Consideration will be given for specific needs, including but not exclusive to, family members who may have learning difficulties/disabilities or those whose first language is not English, are care experienced, young parents, fathers or male carers and parents who identify as LGBT. Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

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

2.2 Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or

further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect, exploitation and/or complex family circumstances. Local authorities should have the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes. There are clear powers to share this information on both LAs and schools.

2.3 Children requiring mental health support.

Schools have an important role to play in supporting the mental health and wellbeing of their students including those with the potential to self-harm or who disclose suicidal thoughts. 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 Governing Body will ensure that they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

2.4 Students with SEN/Disabilities

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- children with SEN, disabilities and certain medical conditions can be disproportionately impacted by things like bullying and peer group isolation – without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers; and
- cognitive understanding – being able to understand the difference between fact and fiction in online content, and then repeating the content/behaviours in school or the consequences of doing so.

The potential need for early help and extra pastoral support in this group of children is considered as a priority and will require close liaison with the DSL/DDSL and the SENCO.

2.5 Elective Home Education

We are aware of the DfE guidance for local authorities on Elective home education and will work with the LA and parents when a parent has expressed their intention to remove a child from school with a view to educating at home. The appropriate LA will be informed of the parents' wishes via the EHE process outlined on the school portal. Form EHE 1 will be fully completed and returned to the LA EHE Team.

2.6 Children who are lesbian, gay, bisexual or gender questioning

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

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

Caution is necessary for children questioning their gender and there may be many unknowns about the impact of social transition coupled with wider vulnerabilities such as complex mental health and psychosocial needs/autism spectrum disorder and/or ADHD. We will encourage families/carers who are making decisions about support for gender questioning children to seek clinical help and advice. In addition, we will take a cautious approach and consider the broad range of their individual needs in partnership with the child's parents (unless this would constitute a significant risk of harm to the child)

including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

2.7 Contextual Safeguarding

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

2.8 Private Fostering/kinship care

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

3. Recognising Significant Harm

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. This includes where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based abuse (including Female Genital Mutilation and Forced Marriage), harm such as exploitation by criminal and organised crime groups and individuals (such as county lines and financial exploitation), serious violence, modern slavery and trafficking, online harm, sexual exploitation, teenage relationship abuse, and the influences of extremism which could lead to radicalisation. Children of all ages can experience extra-familial harm.

Where there are concerns that more than one child may be experiencing harm in an extra-familial context, the DSL will consider the individual needs of each child as well as work with the group. The children in the group may or may not already be known to local authority MACH. Working with the whole group enables the DSL and other practitioners to build an understanding of the dynamics between those within the group and the extra-familial context.

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

3.1 Abuse

A form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. They may be abused in a family or in an institutional or extra-familial context by those known to them or, more rarely, by others. They may be abused or exploited by an adult or adults or another child or children. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

3.2 Physical Abuse

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

3.3 Emotional Abuse

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

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

3.4 Sexual abuse

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

3.5 Neglect

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

3.6 Specific Safeguarding Issues

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

All staff have an awareness of specific safeguarding issues – some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and/or semi-nude images and/or videos can be signs that children are at risk.

The Westmorland and Furness SCP Tri-X manual provides specific guidance on a range of safeguarding issues which we may have to address.

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

Child Sexual Exploitation (CSE) – all suspected cases of CSE will be referred to the MACH.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. CSE can affect any child or young person (who has been coerced into engaging in sexual activity) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex.

Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home or care and are absent from school repeatedly and/or for prolonged periods.

Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse and exploitation, it is clear they are especially important to identify and prevent CSE.

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Like all forms of child sex abuse, child sexual exploitation:

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through other sharing videos and images of them on social media, or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.
- May involved an exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

By being aware of the warning signs of CSE school staff and other adults can help stop abuse before it develops further. Some of the warning signs are:

- The child may become especially secretive and stop engaging with their usual friends.
- They may be associating with, or develop a sexual relationship with older males or females.
- They may go missing from home – and be defensive about their location and activities, often returning home late or staying out all night.
- They may be missing school.
- They may be in possession of new, expensive items which they couldn't normally afford, such as mobile phones, iPads or jewellery.
- They may exhibit a sudden change in dressing patterns, hair and make-up use or musical taste.
- They may look tired and/or unwell, sleeping during the day.
- They may have marks or scars on their body which they try to conceal.
- They may adopt new 'street language' or respond to a new 'street' name.

Sharing nudes and semi nudes

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

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive, but children still need to know it is illegal, whilst non-consensual is illegal and abusive. Children under 13 are given extra protection from sexual abuse. The law makes it clear that sexual activity with a child under 13 is never acceptable and that children of this age can never legally give consent to engage in sexual activity. Any situations involving students in this school

will be taken seriously as potentially being indicative of a wider child protection concern or as being problematic sexual behaviour. Further and more specific advice is contained within the document 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UK Council for Child Internet Safety – **a copy of which will be available to staff on the Common Drive**).

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

Serious Violence

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

There are a number of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Further advice on this issue is provided in the Home Office document 'Preventing youth violence and gang involvement'.

Child Criminal Exploitation (CCE) including county lines and modern slavery – Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes both from home and school when the victim may have been trafficked for the purpose of exploitation. Children are often recruited to move drugs and money between locations and can easily become trapped by this type of exploitation as gangs create drug debts and can threaten serious violence and kidnap towards the victims (and their families) if they attempt to leave the county lines network.

This activity can happen locally as well as across the UK; no specified distance of travel is required.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however, professionals 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.

Where the potential victim is under 18, a National Reference Mechanism (NRM) referral should be considered. This is usually undertaken by the Police of LA. Child victims do not have to consent to be referred into the NRM and a safeguarding referral also made alongside the consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

- can affect any child (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve the use of coercion, intimidation and weapons to ensure compliance of victims.
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- may involve an exchange for something the victim wants or needs;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further advice on this issue can be found in the Home Office document 'Criminal exploitation of children and vulnerable adults: county lines'.

Child Financial Exploitation (CFE)

Financial exploitation can happen to any child, from any background. It takes many forms, including exploitation within families and care placements as well as outside the home.

Child financial exploitation is where a child is groomed into helping criminals launder money or commit fraud. Most children are financially exploited without understanding what is going on or realising they are committing an offence. Child financial exploitation can happen to children who are also being exploited in other ways, so it is often overlooked rather than being seen as a distinct form of exploitation in itself, with far-reaching consequences for the child.

Children who are financially exploited are often referred to as 'money mules' by the media. This is a degrading term which minimises the harm and downplays the fact they have been exploited.

Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation or other potentially traumatic adverse childhood experience. Such experiences can impact on a child's mental health, behaviour, attendance and progress at school. In such cases, only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Our staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where staff have a mental health concern, they have been advised to speak to the DSL or deputy DSL immediately.

Domestic abuse - Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members including teenage relationship abuse, sibling abuse, and child/adolescent to parent violence and abuse, regardless of gender age, ethnicity, socio-economic status, background or sexuality. Domestic abuse can take place inside or outside the home. The abuse can encompass, but is not limited to:

- psychological or emotional abuse (including coercive and controlling behaviour)
- physical or sexual abuse
- violent or threatening behaviour
- financial/economic (access to basic resources like food and clothing)

Controlling or coercive behaviour is a pattern of abuse (on two or more occasions) that involves multiple behaviours and tactics used by a perpetrator to (but not limited to) hurt, humiliate, intimidate, exploit, isolate, and dominate the victim. It is an intentional pattern of behaviour used to exert power, control, or coercion over another person. Controlling or coercive behaviour is often committed in conjunction with other forms of abuse and is often part of a wider pattern of abuse, including violent, sexual, or economic abuse. Children can be used to control or coerce the victim, for example, by frustrating child contact and/or child arrangements, telling the children to call the victim derogatory names or to hit the victim, or by threatening to abduct the children. This pattern of abuse causes fear, serious alarm and/or distress which can lead to a substantial adverse effect on a victim's day-to-day life. This can have a significant impact on children and young people. More information about controlling or coercive behaviour, including the impact on children can be found in the Controlling or coercive behaviour: statutory guidance and the Domestic Abuse Act 2021: statutory guidance.

Children can be victims of, and be adversely affected by, domestic abuse in the context of their home life where domestic abuse occurs between family members, including where those being abusive do not live with the child and where the child may see, hear or experience the effects of abuse and are related to either victim or perpetrator of the abuse, or either the victim or perpetrator of the abuse has parental

responsibility for that child. Exposure to domestic abuse can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn. [Young people can also experience domestic abuse within their own intimate relationships. This form of 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).

When identifying children who are or may be affected by domestic violence we follow the advice provided by Westmorland and Furness SCP. The school is signed up to Operation Encompass so that they are informed by the police, by 9am each morning of any incidents in order that support may be offered to the child.

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience domestic abuse. Operation Encompass means that the police will share information about domestic abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident. Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to any deputy DSL’s.

Our parents are fully aware that we are an Operation Encompass school. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. The Key Adult has also led training for all school staff and governor about Operation Encompass, the prevalence of domestic abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification. We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk. The Safeguarding Governor will report on Operation Encompass in the termly report to Trustees. All information is anonymised for these reports.

The Operation Encompass Teachers’ Helpline is available for all education staff to speak in confidence with an educational or clinical psychologist about how best to support children in their school who may be experiencing domestic abuse. The Helpline is available on 0204 513 9990 and is open from 8am to 1pm, Monday to Friday, term-time. Calling the Helpline should not replace statutory safeguarding processes.

‘Honour based’ abuse (HBA) – Honour based abuse includes 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 (some perpetrators use perceived cultural practices as a way to coerce a person into marriage), and practices such as breast ironing. This type of abuse in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so called HBA are abuse (regardless of motivation) and will be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

Female Genital Mutilation (FGM) – From October 2015, teachers (described in the legislation as those persons employed or engaged to carry out teaching work at schools and other institutions in England) have been under a mandatory duty to report personally 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 the School’s DSL and involve the MACH as appropriate. Reference should also be made to the HM Government Multi agency statutory guidance on female genital mutilation, April 2016.

Preventing Radicalisation – Protecting children from the risks of radicalisation, extremist ideologies and terrorism seen as part of this school’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. From July 2015, schools are under a statutory duty to have ‘due regard to the need to prevent people from becoming terrorists or supporting terrorism’. This is known as the Prevent duty. Statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk Assessment – we will assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation and extremist ideologies;
- Working in Partnership – we will ensure that our procedures consider the policies and procedures of MACH;
- Staff training – we will ensure that staff have access to Prevent awareness training in order to equip them with the skills and knowledge to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Online Safety – we will ensure that children are safe from terrorist and extremist material when accessing the internet in school. Further information on this is set out in the Online Safety Policy.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality and human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism. This school uses resources taken from the Government sponsored website www.educateagainsthate.com. The Home Office statutory guidance provides further information for those responsible for assisting in the reduction of all forms of radicalisation extremist ideologies and terrorism.

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

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

School staff are aware of the school's unauthorised absence and children missing from education procedures.

In line with current best practice, and where possible, we will request from parents at least 3 emergency contacts for each student which will allow us to contact a responsible adult in the event of a being absent from school.

It is our legal duty inform the Local Authority of any student who is removed from the school roll or fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DDSL are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Up skirting

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

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

- Child abduction and community safety incidents
- Children and the court system
- Children with family members in prison
- Modern slavery and the National Referral Mechanism

4. What School Staff should do if they have concerns about a child

If staff members have concerns about a child, they should raise these with the Designated Safeguarding Lead or deputy. This also includes situations of abuse which may involve staff members (including supply staff and volunteers and contractors and other external providers using the school premises for the purposes of running activities for children). Refer to the Allegations guidance and Whistleblowing procedures in this policy and the separate Whistleblowing policy.

Wherever possible, there should be a conversation with the DSL (or deputy), who will help staff decide what to do next. Options will then include:

- managing any support for the child internally via the school's own pastoral support processes;
- an early/family help assessment; or
- a referral for statutory services.

All staff are required to report any concerns in writing. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over time and are evidenced by building up a picture of harm; it is crucial that staff record and pass on their concerns in accordance with these procedures to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

The DSL will decide whether to make a referral to the MACH, but it is important to note that where a staff member feels that their genuine concerns are not being addressed, they may refer their concerns to the MACH directly. Alternatively, the NSPCC have a whistleblowing advice line for professionals who have concerns over how child protection issues are being handled in either their or another organisation. Call 0800 028 0285 or email: help@nspcc.org.uk

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The Early/family Help Assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Westmorland and Furness MACH or North Yorkshire Safeguarding Hub immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Child Safeguarding Practice Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be acting.

5. Dealing with a report from a child

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump

to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a report to a member of staff or other adult working in school s/he should write a record of the conversation as soon as possible, stating exactly, in the child's words, what has been said, noting any action taken in cases of possible abuse. It is essential that all young people are reassured that they are being taken seriously and that they will be supported and kept safe. This information must be recorded on My Concern and discussed immediately with the DSL/DDSL. Any paper records must

be locked in the Child Protection filing cabinet which is located in **Sarah Campbell, Headteacher's office.**

Inform the Designated Safeguarding Lead (DSL), **Sarah Campbell, Headteacher**, or DDSL who will evaluate the assessment and concern record. Initial contact will be made with the relevant Safeguarding Hub where necessary (see below).

The Designated Safeguarding Lead can make a telephone referral to MACH (see below) and confirm in writing via the Westmorland and Furness Single Contact on-line form to the North Yorkshire Safeguarding Hub (see below) and confirm in writing via the universal referral form. **The initial referral may be made by telephone but must be followed up via the on-line reporting system within 48 hours.**

Within one working day of a referral being received, local the LA should acknowledge receipt to the referrer and a social work qualified practice supervisor or manager should decide next steps and the type of response required. The DSL will follow up on a referral should that information not be forthcoming. If, after a referral, the child's situation does not appear to be improving the DSL will press for re-consideration using the Westmorland and Furness SCP Escalation Policy to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

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

Westmorland and Furness Multi-agency Children's Hub (MACH)

Tel: 0300 373 2724

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

The service enables callers to outline their concerns be given advice and if necessary undertake assessments of need.

North Yorkshire Safeguarding Hub

Tel: 01609 780780

This service is available any time of day or night

Staff must be aware that:

- it is not the responsibility of teachers, other staff or volunteers to investigate suspected cases of abuse;
- they should not take any action beyond that agreed in the procedures established by the setting and the MACH and North Yorkshire Safeguarding Children Partnership (SCP)
- they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Listening to Children

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

Working Together to Safeguard Children (July 2018) describes what children have said that they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have

that understanding acted upon

- **Stability:** to be able to develop and on-going stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views
- **Protection:** to be protected against all forms of abuse, exploitation, and discrimination and the right to special protection and help if a refugee

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

Any member of staff or volunteer who is approached by a child wanting to talk will listen positively and reassure the child. School staff will work with the child and their families collaboratively when deciding how to support the child's needs. Special provision will be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking and those who do not speak English or for whom English is not their first language. They will record the discussion with the student as soon as possible and act in accordance with the school's child protection procedures.

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

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that this information must be passed on;
- make a careful record of what was said.
- In addition, all staff members will receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins, staff meetings/briefings etc.), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Staff or other adults will **NEVER:**

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

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

6. Induction and Training

All school-based staff will be required to undertake an appropriate level of training, including safeguarding and child protection training (including online safety) which is updated regularly. This will include training in online safety which, amongst other things, will include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (see school Online Safety Policy and procedures for more information). We will train all staff and volunteers (where appropriate) to understand this Child Protection Policy and procedures, and ensure that all adults have up to date knowledge of safeguarding issues. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins, staff meetings/briefings etc.), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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

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

Training is organised by the Designated Safeguarding Lead.

All staff have undertaken whole school Safeguarding Training which will be refreshed annually and updated on a regular basis (at least annually) by the DSL or other external source.

All staff and regular volunteers working in 'Regulated Activity' and directly with children are provided with a copy of Part one of 'Keeping Children Safe in Education – Safeguarding information for all staff, (or Annex A, where appropriate) DfE guidance 'What to do if you're worried a child is being abused'; the Westmorland and Furness SCP 'Summary of allegations management procedures' flowchart; the school's Child Protection Policy and procedures, the School Code of Conduct for staff and other adults and the procedures to follow should a child go missing from school or home/care.

The nominated governor will receive safeguarding training from a strategic perspective which will be updated regularly, to be disseminated to the rest of the Governing Body.

The Designated Safeguarding Lead and the 'cover' for this role attend the required safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by statutory guidance. In addition to formal training, as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other DSL's, or taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Designated Safeguarding Lead will ensure that all new staff, volunteers and other adults are appropriately inducted as regards the school's internal safeguarding procedures, including those for Child Protection, communication lines and whistle blowing. This will also be a regular agenda item at staff meetings.

The Designated Safeguarding Lead will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

This, along with Induction Training and other safeguarding training including health and safety related training will be included in the school staff Training Plan.

7. Communication

We will ensure that staff have sufficient understanding and use of English to ensure the well-being of children in our care. We will ensure we are in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines.

8. Record Keeping

Staff will record any welfare concern that they have about a child on My Concern and, if necessary, upload a body map where injuries to be observed. When staff record a concern My Concern alerts the DSL and DDSLs. However, staff **MUST** discuss the concern in person with the DSL or DDSL. Access to child protection records is restricted to key personnel. Where paper copies are held, they are kept securely in the Headteacher's office or the Archive. No staff member may ask another colleague to report an incident on their behalf for any reason .

Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

A record will be made of all incidents where students have expressed racist, homophobic, extremist or radical views which will be monitored by the Headteacher.

When forwarding files to a receiving school, a chronology of the information, a record of the date of transfer and date of confirmation of receipt by the next school will be kept.

All child protection records will be forwarded to a child's subsequent school under confidential and separate cover to the new Designated Safeguarding Lead or Head Teacher. Confidential files which have to be posted (e.g. for out of County moves) should be marked private and confidential and sent via the 'Special Delivery' postage route where its whereabouts at any time can be tracked.

9. Safeguarding Concerns/Allegations against members adults working with children

Sometimes allegations of inappropriate treatment of children are made against members of staff employed by the school including supply staff, volunteers, contractors or other external providers using the premises for the purposes of running activities for children, rather than members of the child's family or other adults known to the child. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply teachers, volunteers, and contractors) **harming or posing a risk of harm to children** then this should be referred to the Headteacher. Allegations are those which relate to members of staff, supply staff, volunteers and contractors who are currently working in any school or college regardless of whether the school is where the alleged abuse took place. Allegations are those which relate to members of staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Such allegations are dealt with according to specific procedures published on the Westmorland and Furness SCP website and Part four of 'Keeping Children Safe in Education' – Allegations of abuse made against/concerns raised in relation to teachers and other staff, including supply staff volunteers and contractors.

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

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

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

The Westmorland and Furness SCP has produced a Summary of Allegations Management Procedures Flowchart which can be found at Appendix D. A copy of this flow chart is provided to all individuals working in school and to new starters as part of their Induction.

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

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

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

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

When dealing with allegations, we will:

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

Initial Action by the Case Manager

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

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

- obtain written details of the allegation or concern, signed and dated by the person receiving the initial concern/allegation;
- countersign and date the written details;
- record any other information and names of any potential witnesses, surveillance systems etc;
- information already known about those involved, including previous history, other allegations/concerns made by the child or family and the individual's current contact with children;
- checks on any historic incident(s) or log books.

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

To report a concern in writing to the LADO, the notification form must be used. The form can also be accessed by the following link: [WFSCP LADO - Position of Trust referral](#)

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

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

- lado@westmorlandandfurness.gov.uk
- Post: LADO, Safeguarding Hub, Skirsgill Depot, Penrith, Cumbria, CA10 2BQ
- Please note if you are worried that a child is at **risk of immediate harm** please contact Westmorland and Furness Multi-agency Children's Hub (MACH) on 0300 373 2724

To speak to the :LADO for advice

Phone: 0300 303 3892

Or you can email lado@westmorlandandfurness.gov.uk

Allegations are managed in accordance with the Westmorland and Furness SCP Procedures Manual.

The Case Manager will contact the LADO if the member of staff or another adult (including supply staff, contractors and volunteers) has:

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

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

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

The Case Manager will inform the accused person about the allegation/concern as soon as possible after consulting with LADO. It is extremely important that the Case Manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Case Manager will not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused.

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

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

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

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

If an allegation requiring immediate attention is received outside of normal office hours the Case Manager will consult immediately with Cumbria Safeguarding Hub or local Police. They must ensure they inform the DO the next working day.

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

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

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

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

If agreement is reached that the criteria for action by the Police or Children's Services has been established, the LADO will contact MACH to ensure a formal 'strategy meeting' is set up involving MACH and the Police. Where the Police are involved, wherever possible the school will ask the Police to obtain consent from the individuals involved to share their statements and evidence for use in the employer's disciplinary process. If only the last criterion is met the DO will provide advice to the Case Manager on the subsequent management of the case to a satisfactory conclusion within the framework of the school's procedures for discipline and conduct.

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

Suspension

The decision on **suspension/transfer to alternative duties** of the staff member subject to the allegation is the responsibility of the Case Manager having consulted with their HR adviser and the LADO. The Headteacher or Chair of Governors, in the case of an allegation against the Headteacher, will ensure that they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Suspension will never be an automatic step for staff subject to allegations; each case will be dealt with on its merits taking into consideration factors such as the seriousness of the allegation, the potential risks to children and whether it is possible to investigate the allegation whilst the person is still at work. The strategy meeting will make a recommendation to the setting if one is required but the ultimate decision rests with the Case Manager. The decision to suspend will be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

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

If the case manager is concerned about the welfare of other children in the community or the individual's family, those concerns will be reported to the LADO, the MACH, or the police as required.

Subsequent Actions

The detailed procedures that need to be followed after this initial consideration are available on the Westmorland and Furness SCP website. The case manager is expected to keep the LADO advised of progress especially where it has been agreed that the matter should be dealt with within the framework of the school's disciplinary process.

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

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject to the allegation;
- **False:** there is sufficient evidence to disprove the allegation;

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation made.

If the staff member is suspended and/or subject to disciplinary process the Head teacher must seek and follow HR advice and guidance to ensure that the disciplinary process is correctly applied.

Referrals must also be made to the Disclosure and Barring Service (DBS) when concerns are raised that a person has caused harm or poses a future risk of harm to children/vulnerable adults. In these circumstances a referral must be made to the DBS. If a member of staff or a volunteer is removed or dismissed because they have harmed a child or vulnerable adult, or the school would have done so if the individual not left, the Disclosure and Barring Service must be informed.

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

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

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

Resignation and settlement agreements

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with Part Four of the DFE Keeping Children Safe in Education.

Settlement or compromise agreements' will not be used in cases of refusal to co-operate or resign before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is deeming appropriate.

Record Keeping

We have an obligation to preserve records which contain information about concerns or allegations of sexual abuse. Such records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the concern or allegation report if that is longer.

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

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached, and the outcome as categorised above;
- a copy provided to the person concerned, where agreed by the MACH or the Police; and,
- a declaration on whether the information will be referred to in any future reference.

9.1 Supply teachers and all contracted staff

Whilst this school is not the employer of supply staff or other contracted staff, we will ensure that allegations/concerns are dealt with properly. In no circumstances will we decide to cease to use supply/contracted staff due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (DO) to determine a suitable outcome. Where the individual about whom the allegation/concern has been made is employed by an agency, the agency will be fully involved in the process which will usually be led by the school and the DO since the individual, whilst not employed by

the school is under the supervision, direction and control of the governing body when working in the school. The allegations management meeting will address such issues as information sharing.

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

9.2 Non-recent allegations

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

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

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

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

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold (see page 20 above) or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns about adults working in the school regardless of how insignificant they may be perceived to be, should be reported initially to the Headteacher. Where the concern relates to the Headteacher this should be referred to the Chair of Governors. In a situation where there is a conflict of interest reporting the matter to the Headteacher, the concern should be referred to the LADO.

10.1 Responding to low-level concerns

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

Any information collected will help to categorise the type of behaviour and determine what further action may need to be taken.

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

11. Managing Allegations against other Students (child on child)

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

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

- bullying (including cyber bullying, prejudiced-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm this may include an online element which facilitates, threatens and/or encourages physical abuse;
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual physical harassment such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts,
- sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- up skirting;
- consensual and non-consensual sharing of nude and/or semi-nude images and/or videos;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Additional information on this issue is also available in Annex A of Keeping Children Safe in Education and in the DfE best practice advice ‘Sexual violence and sexual harassment between children in schools and colleges.

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

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

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

- the wishes of the victim in terms of how they want to proceed;
- the nature of the incident – might a crime have been committed?
- the ages of the children involved;
- the ages of the children involved (a child under the age of 13 can never consent to any sexual activity);
- the developmental stages of the children involved;
- any power imbalance between the children for example, if one child is much older, more mature or more confident. Does the victim have a disability, learning difficulty or other health related issues;
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator.
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

12. Safeguarding concerns/allegations

We recognise that children can abuse other children and that it can happen both inside and outside of school and online. There are different forms of child on child abuse, but we recognise that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh”, “boys being boys” or “part of

growing up” which essentially downplays certain behaviours and can lead to a culture of unacceptable behaviours, an unsafe environment for children and possibly a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and concerns/allegations are the same as for any other type of abuse. Although it is generally considered more likely that girls will be victims and boys’ perpetrators, we consider all child on child abuse to be unacceptable and will take any concerns/allegations seriously.

Children with Special Educational Needs and Disabilities (SEND) or certain health conditions are three times more likely to be abused or exploited than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

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

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

Children who are lesbian, gay, bi, or trans (LGBT+) can be targeted by other children. In some cases, a child who is perceived by their peers to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+.

Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. We will endeavour to reduce the additional barriers

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

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

The concern/allegation:

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

Examples of child on child abuse could include:

Physical abuse

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

Emotional abuse/sexual harassment

- blackmail or extortion

- threats, intimidation and defamation and taunting
- online sexual harassment including sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages (including on social media), coercing others into sharing images of themselves or performing acts they are not comfortable with online
- bullying (including cyberbullying, prejudice-based and discriminatory bullying), racial or sexual harassment (sexual comments, telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names) or other imbalance of power
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes etc. This may cross the line into sexual violence – it is important to talk to and consider the experience of the victim

Sexual abuse

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

Sexual exploitation

- encouraging other children to attend inappropriate parties
- making or creating images or videoing other children performing indecent acts.

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

13. Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. We use the umbrella term "harmful sexual behaviour" (HSB). HSB can be an indicator that a child is or has experienced abuse. It is likely that their natural healthy sexual development has been disrupted in some way. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. The School will use the [NSPCC Hackett Sexualised Behaviour Continuum](#) alongside the knowledge/context of the child to categorise and determine the correct response. Our DSL has a good understanding of HSB and all reports will be made to the DSL and/or deputy.

Response to harmful sexual behaviour by staff should be effective and proportionate

1.1 Minimising the risk of safeguarding concerns towards students from other students

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

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

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

A flowchart providing guidance on how to respond to a report of sexual violence or sexual harassment is provided at Appendix F.

1.2 Possible actions in response to a concern/allegation against a student

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

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

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

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

- Staff who observe or suspect any form of child on child (including sexual violence or sexual harassment) abuse must inform the DSL as soon as possible so that further investigations can take place.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and who the report will be passed to.
- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the Designated Safeguarding Lead must be informed.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on searching screening and confiscation. Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written record will be made of the allegation/concern, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the MACH or LA Safeguarding Hub to discuss the case. It is possible that MACH/Safeguarding Hub are already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the students involved where appropriate.
- The DSL will make a written record of the concern, the discussion and any outcome and keep a copy in the files of both/all students.
- If the allegation/concern indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the student being complained about for a period of time according to the school's Behaviour Policy and procedures, and the school's Suspension and Exclusion Policy.

- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of our Whole School Behaviour Policy including consideration of permanent exclusion. If the perpetrator is to be excluded, the decision to do so will be lawful, reasonable and fair. In any action we take, the nature of the conviction or caution and wishes of the victim will be considered.
- Where neither the MACH, Safeguarding Hub nor the police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- Both the future and immediate needs of the victim and the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

1.3 Risk assessment

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

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

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

1.4 Unsubstantiated, unfounded, false or malicious reports

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

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

1.5 Working with parents and carers

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

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

14. Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Adults working in the school may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or for fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable child who is targeted. These children need adults they can trust to safeguard their welfare.

Reasons for whistle blowing:

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

What stops people from whistle blowing?

- Fear of starting a chain of events which spirals out of control.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to raise a concern:

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

What happens next?

- The individual reporting the concerns will be given information on the nature and progress of any enquiries.
- The employer has a responsibility to protect individual members of staff from harassment or victimisation.
- No action will be taken against an individual if the concern proves to be unfounded, unsubstantiated or false and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence. The LADO and case manager should consider whether the child and/or the person who made the allegation needs help of may have been abused by someone else.

Self-reporting:

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

Further advice and support:

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

Where an individual feels unable to raise the issue with the Headteacher, the NSPCC have a whistleblowing advice line for professionals who have concerns about how child protection issues are being handled. Call 0800 028 0285 or email: hlep@nscppc.org.uk

15. Supporting students with medical conditions

We have, and implement, a Policy for Supporting Students with Medical Conditions. This includes systems for obtaining information about a child's medical needs and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines will not usually be administered unless they have been prescribed for a child by a GP, dentist, nurse or pharmacist (medicines containing aspirin will only be given if prescribed by a GP).

Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent. We keep a written record each time a medicine is administered to a child, and, in the case of general pain-relief, where prior consent has been obtained, inform the child's parents on the same day, or as soon as reasonably practicable.

16. Alternative Provision

Where the school places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will seek to ensure that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment i.e. those checks that the school would otherwise perform in respect of its own staff. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that we (the commissioning school) can ensure ourselves that appropriate safeguarding checks have been carried out on new staff.

So that we always know where a child is based during school hours, we will hold records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements made (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, we will immediately review the placement, and terminate, if necessary, unless or until those concerns have been satisfactorily addressed.

17. Working with other Agencies

The School recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents) as appropriate.

Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

The School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help/Team around the Family or Team around the Child meetings.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities offering support and assistance from external agencies where required.

The Designated Safeguarding Lead and other staff will work to establish strong and co-operative relationships with relevant professionals in other agencies.

18. Partnership with Parents

The school shares a purpose with parents to educate, keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with empathy, respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so to protect a child.

While collaborative relationships between the school and parents are important, the wishes and feelings of the child and what is in their best interest remain central to decision-making. The school will, in most circumstances, endeavour to discuss all concerns about their children with parents. There may, however, be exceptional circumstances when the school will discuss concerns with the the MACH/LA Children's Social Care and/or the Police without parental knowledge. The school will, of course, always aim to maintain a positive relationship with all parents and will take account of the families' background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support. As well as being available to view on the school website, this Child Protection Policy and procedures is available on request.

Where appropriate, material provided to children, parents and families will be made accessible and translated into their first language if necessary.

The school and other practitioners will empower parents to participate in decision-making to help, support and protect children by:

- creating a culture of "no surprises", for example, making parents and carers aware of who will attend meetings and discussions, if the child will be invited to participate and the format of the meeting or discussion;
- explaining that parents can bring a family member, a friend or supporter to meetings;
- giving parents adequate preparation at every stage, relevant information, a safe and appropriate environment for participation and suitable access arrangements;
- signposting parents to sources of help and support available locally or through the local authority;
- helping parents to understand what the issues are and how these impact on the child, what decisions could be made, what changes need to be made, why and how, timescales and possible outcomes.

19. Professional Confidentiality and Information Sharing

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. School staff will aim to be as transparent as possible by telling families what information we are sharing and with whom, provided that it is safe to do so. If in any doubt, the DSL can seek advice from the MACH/LA Safeguarding Hub. Further guidance on Information Sharing can be found in the DfE document Data protection: a toolkit for schools the DfE document 'Information Sharing – Guidance for Safeguarding Practitioners' and the 'Flowchart of When and How to Share Information' from the same document.

Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Rapid reviews and child safeguarding practice reviews have highlighted that missed opportunities to record, understand the significance of, and share information in a timely manner can have severe consequences for children. Sharing information about any adults with whom that child has contact, which may impact the child's safety or welfare, is also critical.

We will be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost.

Neither the Data Protection Act 2018 nor UK GDPR prevent, or limit, the sharing, or the withholding, of information for the purposes of keeping children safe. Information which is sensitive and personal will be treated as 'special category personal data' for the purposes of compliance with GDPR. Legal and secure information sharing between schools, the MACH/ Children's Social Care and other local agencies is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent where there is a good reason to do so; and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that we gain consent, or if to gain consent would place a child at risk. When parents do not give permission to share information staff must consider if a child is at risk of harm, before a decision to not share information is made; when there is disparity between parent's views and those of their children, professionals must maintain focus on the child. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards will be in place and we will fully record the rationale for any decisions made.

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

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

All staff are made aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if a child discloses abuse or gives information that suggests they may be at risk, this **MUST** be passed on to the Designated Safeguarding Lead as soon as possible. The child should be told who their disclosure will be shared with and what will happen next. If the child does not give their consent to share information, staff may still lawfully share it and advice sought from the DSL in all cases. Ultimately, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and/or other children. Consideration will be given to the 'Gillick competency and Fraser guidelines' in situations where there may be a need for staff to balance listening to the child's wishes and the responsibility to keep them safe. Where this situation arises, the member of staff **must** speak to the DSL for further advice.

20. Curriculum and Staying Safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; what constitutes a healthy relationship both online and offline; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

We will ensure that children are taught about how to keep themselves and others safe, including online and recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

We will include relevant safeguarding topics as part of our Relationships, Health and Sex Education curriculum which is a compulsory part of our curriculum.

We recognise that we play a crucial role in preventative education and we will create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards upheld and demonstrated throughout all aspects of school life and underpinned by the school's Behaviour Policy and pastoral support system as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons, is inclusive and developed to be age and stage of development appropriate and is reinforced throughout the whole curriculum.

The School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

We encourage the safe use of external agencies or speakers to enrich the experiences of our students. We will, however, positively vet those external agencies, individuals or speakers who are invited with by the school staff or by the students themselves in order to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individual to ensure that:

- any messages communicated to students support fundamental British Values;
- any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- activities are matched to the needs of students.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

21. Supervision and Support

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from the DSL or deputy DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection, however, all concerns MUST be reported to the DSL without delay.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

We will put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the staff member/volunteer and promotes the interests of children. Our Supervision arrangements foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

The key functions of supervision are:

Performance Management

- Ensure that performance and practice, including safeguarding, is competent, accountable and soundly based in research and practice knowledge.
- Ensure that safeguarding children practice is consistent with the Westmorland and Furness Procedures

and organisational procedures.

- Ensure that practitioners fully understand their roles, and responsibilities and the scope of their professional discretion and authority.
- To provide reflective space to analyse ongoing work and specific incidents, to assess risk and need and to provide an important check and balance on decision making and planning.

Professional Development

- Ensure that professional development needs, including safeguarding practice are considered and supported.

Personal Support

- To provide reflective space for the supervisee to discuss and work through the personal impact of their role and responsibilities. This should include support to address the emotional impact of the work where required.

Good supervision involves a balance between all three elements, not always within one session, but certainly over the entire supervision process.

22. Safe Working Practice

Staff and other adults are required to work within clear Guidelines on Safe Working Practice, this Child Protection Policy and procedures, the Staff Behaviour Policy/Staff Code of Conduct and the school's ICT Staff Acceptable Use Agreement. The latter includes amongst other things, staff/student relationships and communications, including the use of social media.

A child may make an allegation against a member of staff or other adult in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff and other adults must take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

It is not realistic to suggest that staff should never touch students and they, and other staff in schools, have the right to use reasonable force to control or restrain students in certain circumstances. Although there are circumstances when it is appropriate for staff in schools to use reasonable force, physical intervention will only be used when the child is endangering him/herself or others and such events will be recorded and signed by a witness. Staff and other adults in the school are aware of the **Behaviour Policy**, and any physical interventions must be in line with agreed policy and procedure in which appropriate training will be provided

23. Managing online filtering and monitoring

- We recognise that we are in a position to provide a safe environment for children and others to learn and work, including when online. The Governors have an overall strategic responsibility for filtering and monitoring and a role in ensuring that the DfE filtering and monitoring standards are being met. Others in the school, particularly SLT are responsible for procuring filtering and monitoring systems, documenting decisions on what is blocked or allowed and why; reviewing the effectiveness of the provision and overseeing reports. SLT are also responsible for ensuring that **all** staff understand their role; are appropriately trained; follow policies, processes and procedures and act on reports and concerns in a timely manner.
- In order to achieve the above, we will work closely with our IT providers to meet the needs of the school. Further guidance and information on how the school are meeting the DfE Filtering and monitoring standards can be found in the school Online Safety Policy and Procedures, a copy of which is available on request from the school office.
- Children and young people can be exploited and suffer bullying through their use of technology e.g. the internet, mobile phones and social networking sites. To minimise the risks to our children we will ensure that, as outlined above, we have appropriate and reasonable security filters and monitoring systems in place. These filters and systems will, in part, be informed by our 'Prevent' risk assessment and a further assessment of risks, which will consider the number of and age range of the pupils, those

who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

24. Cyber Crime

The school has a cyber security and strategy in place along with a cyber-response plan in order to ensure that procedures and processes are in place to, at the outset, reduce the risk of a cyber-attack on the school's IT system and to manage any adverse breaches of the school's IT system. A copy of this strategy and plan are available from the school on request.

25. Complaints

The school has a **Complaints Procedure** available to parents, students and staff who wish to report concerns. This can be found in the School Office.

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

26. Safer Recruitment, Selection, Pre-Employment Vetting and ongoing vigilance

The School aims to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse or be a risk to the safety or welfare of children. The Governing body will act reasonably in making decisions about the suitability of prospective employees, supply staff, volunteers, contractors and external providers including those using the school to run activities, based on checks and evidence including: criminal record checks (DBS checks), barred list checks and, in the case of teaching staff, prohibition checks and staff suitability declaration (where relevant) together with references and interview information.

The Governing Body and Headteacher are responsible for ensuring that the school follows safe recruitment processes outlined within the DfE document 'Keeping Children Safe in Education', Sept 2019 and in the school Safer Recruitment, Selection and Pre-Employment Vetting Policy and procedures, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

We will ensure that we have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour so that staff feel comfortable to discuss matters both within and outside of the workplace which may have implications for the safeguarding of children. We will also ensure that staff understand the process and procedures to follow if they have a safeguarding concern about another adult.

In line with the DfE statutory guidance the Governing Body will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised unless they are working in 'regulated activity'. The School has a written Recruitment and Selection Policy and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body ensure that at least one person on any appointment panel has undertaken safer recruitment training and that the training is updated as necessary.

27. Referral to the Disclosure and Barring Service (DBS)

The role of the DBS is to help prevent unsuitable people from working with children and vulnerable adults.

Schools have a legal duty to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left) and they believe the individual has:

- engaged in relevant conduct in relation to children and/or adults and/or;
- satisfied the harm test¹ in relation to children and/or vulnerable adults and/or;

¹ The harm test is explained on the Disclosure and Barring service website on GOV.UK

- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

Referrals will be made as soon as possible when an individual is removed from regulated activity. [How to refer to the DBS](#). The legal duty to refer applies equally in circumstances where an individual is redeployed to another area of work that is not regulated activity, they are suspended, dismissed or when they have resigned.

The advice of the LADO can also be sought if there is uncertainty as to whether a referral should be made or for example there are concerns about the staff member's conduct outside work which may raise concerns about their suitability to work with children. Further guidance can be found on the Westmorland and Furness SCP website.

28. The use of School Premises by other Organisations

Where services or activities are provided separately by another provider using the school premises, the Headteacher and Governors will seek assurance that the provider concerned has appropriate Policies and procedures in place with regard to safeguarding children and child protection and that other organisations/bodies have ensured that relevant safeguarding checks have been made in respect of staff and volunteers. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. We will also ensure that safeguarding requirements are included in any lease or hire agreement as a condition of use and occupation of the premises. We will ensure that there are arrangements in place for the provider to liaise with the school on safeguarding and child protection matters where appropriate. The DfE non-statutory guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that we expect these providers to have in place.

Where we receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, we will follow the allegations procedures including, where necessary, informing the LADO.

Governors/Headteacher will take appropriate action to ensure that the school is not hired out or otherwise let to external providers who use the premises to deliver messages of, or support for, extremist ideologies or radicalisation.

If assurance is not achieved, an application to use premises may be refused

29. Safety and Suitability of Premises, Environment and Equipment

We will ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Spaces, furniture and equipment, must be safe for children to use and premises must be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including fire safety and hygiene requirements). We have, and implement, a **Health and Safety Policy**, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We will take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure and lockdown procedures. We must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors and fire extinguishers) which is in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside.

We operate a strict no smoking policy – we will not allow smoking in or on the premises when children are present or about to be present – this includes the use of electronic cigarettes (E-Cigarettes).

All reasonable steps are taken to ensure staff, children in our care and others affected by what we do are not exposed to risks and are able to demonstrate how we are managing risks. Risk Assessments inform staff practice and demonstrate how we are managing risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Children will be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. We consider what additional measures are necessary when children stay overnight. Vehicles in which children are being transported, and the driver of those vehicles, are adequately insured. Refer to the school ***Educational Visits Procedures*** for further details.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well.

We will only release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised. We will take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors. Visitors are expected to sign in and out via the office visitors log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Please refer to the DfES (now DfE) document 'A Legal Toolkit for Schools and DfE non-statutory guidance 'Advice on school security: Access to, and barring of individuals from school premises – December 2012.

Summary

All staff will follow the procedures set out by Westmorland and Furness SCP – Multi-Agency Thresholds Guidance and take account of guidance issued by the Department for Education to promote the well-being and safeguarding of our students. These procedures and guidance have been revised to take account of the publication "Working Together to Safeguard Children"

Monitoring and Review

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

The Child Protection Policy is reviewed annually as a statutory requirement and to consider any new guidelines issued by Government or relevant agencies.

Appendix A: Reference to Statutory and Non-Statutory Guidance

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

- [Centre of expertise – Helping education professionals identify and respond to concerns of child sexual abuse or behaviour](#)
- [Charity Commission guidance: Safeguarding and protecting people for charities and trustees](#)
- [DfE Working Together to Safeguard Children](#)
- [DfE Keeping Children Safe in Education](#)
- [DfE What to do if you're worried a child is being abused – Advice for Practitioners](#)
- [DfE Maintained schools governance guide](#)
- [DfE Academy trust governance guide](#)
- [DfE EYFS statutory framework for group and school-based providers](#)
- [DfE Children missing education](#)
- [DfE Children who run away or go missing from home or care](#)
- [DfE Behaviour and discipline in schools: guide for governing bodies](#)
- [DfE Behaviour in schools: advice for Head teachers and school staff](#)
- [DfE Child sexual exploitation: definition and guide for practitioners](#)
- [DfE Use of reasonable force – Advice for Head teachers, staff and governing bodies](#)
- [DfE Preventing and tackling bullying - Advice for Head teachers, staff and governing bodies](#)
- [DfE Cyber bullying: advice for Head teachers and school staff](#)
- [DfE The Prevent Duty: an introduction for those in education with safeguarding responsibilities](#)
- [DfE Understanding and identifying radicalisation risk in your education setting](#)
- [DfE Managing the risk of radicalisation in your education setting](#)
- [DfE Mandatory reporting of female genital mutilation: procedural information](#)
- [DfE Promoting fundamental British values as part of SMSC in schools – Advice for maintained schools](#)
- [DfE Counselling in schools: a blueprint for the future](#)
- [DfE Relationships and sex education \(RSE\) and health education](#)
- [DfE Teaching about relationships, sex and health](#)
- [DfE Teachers' Standards 2011](#)
- [DfE Teaching online safety in schools](#)
- [DfE Safeguarding and remote education](#)
- [DfE Safeguarding children who may have been trafficked: practice guidance](#)
- [DfE Care of unaccompanied migrant children and child victims of modern slavery](#)
- [DfE Mental health and behaviour in schools](#)
- [DfE The designated teacher for looked-after and previously looked-after children](#)
- [DfE Statutory guidance on children who run away or go missing from home or care](#)
- [DfE Supporting pupils with medical conditions at school](#)
- [DfE Controlling access to school premises](#)
- [DfE Disqualification under the Childcare Act 2006 - Statutory guidance for schools](#)
- [DfE Information sharing: Advice for practitioners providing safeguarding services for children, young people, parents and carers](#)
- [DfE Promoting the education of children with a social worker and children in kinship care arrangements](#)
- [DfE/DHSC Promoting the health and wellbeing of looked-after children – Statutory guidance for LAs, clinical commissioning groups and NHS England](#)
- [Educate Against Hate](#)
- [Farrer and Co.: Addressing child-on-child abuse: a resource for schools and colleges](#)
- [Home Office Advice to schools and colleges on gangs and youth violence](#)
- [Home Office Controlling or coercive behaviour: statutory guidance framework](#)
- [Home Office Criminal exploitation of children and vulnerable adults: county lines](#)
- [Home Office Child exploitation disruption toolkit](#)
- [Home Office Domestic Abuse Act: statutory guidance](#)
- [Home Office Domestic abuse: how to get help](#)

- [Home Office Prevent duty guidance: for England and Wales](#)
- [HM Government Multi-agency statutory guidance on female genital mutilation](#)
- [Lucy Faithfull Foundation HSB Toolkit](#)
- [National Institute for Health and Care Excellence \(NICE\) guidelines \(NG76\) – Child abuse and neglect](#)
- [National Institute for Health and Care Excellence \(NICE\) guidelines \(NG205\) – Looked-after children and young people](#)
- [National Police Chiefs Council \(NPCC\) When to call the police – Guidance for schools and colleges](#)
- [National Institute for Health and Care Excellence \(NICE\) guidelines \(NG225\) - Self-harm: assessment, management and preventing recurrence](#)
- [NSPCC Gillick competency and Fraser guidelines](#)
- [NSPCC Safeguarding children with SEND](#)
- [NSPCC Safeguarding d/deaf and disabled children and young people](#)
- [NSPCC – Harmful sexual behaviour framework and audit](#)
- [Ofsted’s Inspecting safeguarding in schools](#)
- [Papyrus Building Suicide-safer schools and colleges: A guide for teachers and staff](#)
- [Safer Recruitment Consortium Guidance for Safer Working Practice for those working with Children and Young People in Education Settings / Code of Conduct for Staff](#)
- [UKHSA/DfE Promoting children and young people’s emotional health and wellbeing: A whole school and college approach](#)
- [UK Council for Internet Safety \(UKCIS\) Online safety in schools and colleges: Questions from the governing board](#)
- [UK Council for Internet Safety \(UKCIS\) - Sharing nudes and semi-nudes - Advice for education settings working with children and young people \(including responding to an incident\)](#)
- [Westmorland and Furness Safeguarding Children Partnership \(SCP\)*](#)
- [Westmorland and Furness Multi-agency Threshold guidance*](#)
- [Westmorland and Furness SCP - Allegations against those who work or volunteer with children*](#)
- [Westmorland and Furness SCP - Fabricated or induced illness/Perplexing presentations*](#)
- [Westmorland and Furness SCP - Children who go missing from home or care*](#)
- [Westmorland and Furness SCP - Children who go missing throughout the school day*](#)
- [Westmorland and Furness SCP - Child with a disability or complex health needs*](#)
- [Westmorland and Furness SCP - Child Exploitation and Missing*](#)
- [Westmorland and Furness SCP - Children from abroad, including victims of modern slavery, trafficking and exploitation*](#)
- [Westmorland and Furness SCP - Domestic abuse*](#)

