



QES Studio Child Protection and Safeguarding Policy 2025

QES & QES Studio

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QESstudio

Child Protection & Safeguarding Policy

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A: Ethos

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

We are committed to the safeguarding of all the young people in our care at all times and view this duty as our primary responsibility. We recognise that safeguarding is a very wide and far reaching issue that permeates all aspects of our community and its work, that we share a responsibility to create an ethos of care, trust and openness in which children can thrive and that we need to provide a place where children can not only feel safe all the time but where they can get help and support to address issues in their lives that make them feel unsafe.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images (including AI) that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), the [Maintained](#)

[Schools Governance Guide](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- o Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- o [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- o Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- o [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- o [Voyeurism \(offences\) Act 2019](#), which states that a person commits an offence if they record an image beneath the clothing of another person
- o [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- o Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- o [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- o [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- o [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and executive headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- o [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

This policy also complies with our funding agreement and articles of association.

There are four strands to our safeguarding commitment:

1. the establishing and maintenance of a secure ethos where children are able to talk and be listened to for example by:
 - rehearsing the QEstudio values constantly
 - insisting on high quality relationships between staff and pupils e.g. in our teaching and learning policy
 - having high quality pastoral staff and systems
 - providing key agencies like the pastoral support co-ordinators, pastoral support workers, Inclusion team and accessing key agencies like the local PCSO, Barnardos etc.
2. ensuring that children know that there are adults in the school who they can approach if they are worried or are in difficulty by:
 - publicising the services available
 - ensuring high quality form tutoring
 - using PD to raise awareness of the importance of telling
 - creating a telling culture through assemblies and pastoral intervention
3. including in the curriculum activities and opportunities to learn about being healthy and staying safe, equipping children with the skills they need to stay safe from harm and from abuse by:
 - ensuring the effectiveness of the PD curriculum and where relevant, Relationships and Sex Education through the work of the PD team
 - all departments sharing responsibility for the PD curriculum and threading the agenda into schemes of work wherever appropriate
 - providing opportunities, particularly sports, arts and outdoor education where pupils can learn about risk assessment and risk management
 - targeting key individuals and groups who need additional input
 - building pupil's resilience, determination, self-esteem, and confidence throughout the whole curriculum
4. ensuring that every effort is made to establish effective working relationships with parents and with other agencies by:
 - meeting parents early on through transition and induction
 - establishing relationships with key parents at transition in order to develop trust early on
 - making full use of SSP/PSP/BMP/TIP as well as Early Help procedures when appropriate
 - taking the lead role in TAC and TAF meetings where appropriate
 - developing the effectiveness of the school's multi-agency team
 - training all staff; particularly pastoral staff
 - sharing our core values and learner model with all agencies, pupils and parents

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

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and, dealt with accordingly.

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 pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. It is imperative that our pupils 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.

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 pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils.

We encourage pupils to respect the fundamental British 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 pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views.

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

N.B. We extend the same safeguarding protocols to students in the sixth form. All references to children and pupils in this document imply pupils in years 7 -13.

This policy should be read in conjunction with other related policies.

These include:

- Behaviour
- Safer recruitment
- Whistleblowing
- Allegations against staff
- Special Educational Needs
- Health and Safety
- Administration of Medicine
- Attendance
- Teaching and Learning policy
- RSE
- Online Safety

B. Roles and responsibilities

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. All staff have been advised to maintain an attitude of 'it could happen here' and we will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline. In order to fulfil this responsibility effectively, all professionals at QESudio

make sure their approach is child-centred; this means that we consider, at all times, what is in the **best interests** of the child.

All governors, trustees, staff and adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children.

There are, however, key people within schools, the LA and our three safeguarding partners (Westmorland & Furness County Council, Cumbria constabulary, and the Integrated care boards: NE & Cumbria ICB; Lancashire & Cumbria ICB) who have specific responsibilities under Safeguarding procedures.

The Senior Designated Safeguarding Lead for the Lunesdale Learning Trust is **Lisa Longley (LL)**.

The Designated Safeguarding Leads with specific responsibility for safeguarding (child protection) at QESudio are:

Lisa Longley (LL)	Senior Assistant Headteacher	Senior DSL
Cathy Harrison (CH)	Senior Assistant Headteacher	
Rebecca Chapman (RjC)	Deputy Headteacher	
Nathan Davies (ND)	Lead Practitioner for Inclusion/specialist teacher	
Jen Turner (JTU)	Assistant Headteacher/Director of Sixth form	
Iain Taylor (ITA)	Associate Assistant Headteacher (KS4)	
David Foster (DF)	Senior Teacher	

The Executive Headteacher, David Waugh and the Lunesdale Learning Trust senior DSL, Lisa Longley are made aware of all referrals.

The Designated Teacher for Children Looked After and Previously Looked After children is **Joanne Jackson** (Deputy SENCo).

The SENCO is **Aimee Quinn**

The nominated Trustee with responsibility for Safeguarding is **Jacqui Scott** and the nominated governor is **Dawn Osliff**

The **Governors** monitor the effectiveness of safeguarding through the termly reports.

The Local Authority, which includes Children's Services are our first port of call when there is a child protection issue, however it is important to note that QESudio pupils come from 3 different counties, and we therefore work with Children's Services in Lancashire and North Yorkshire as well as Westmorland & Furness.

All staff are required to adopt the DfE's "Keeping children safe in education" including Appendix B Sept 2025 and "Guidance for Safer Working Practice for Adults who Work with Children and Young People" Feb 22 as a minimum standard (copies have been distributed to all staff (2015 and Sept 2016, January 2017, Autumn 2018, October 2019 and e-copies Sept 20, Sept 22, Sept 23, Sept 24 &

Sept 25)) and provided to new staff at induction; they are also available on the Teachers team in the Safeguarding channel; attend an annual 1hr safeguarding update and complete a level1 (or equivalent online safeguarding course) every three years.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- o Behaviour policy
- o Pastoral support system
- o Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Our Teaching and Learning Policy takes this minimum standard and builds on it to describe high quality staff/ pupil relationships to provide the best possible safeguarding conditions.

A Safeguarding Action Plan is constantly reviewed with Trustee, Jacqui Scott & Governor Dawn Osliff and added to guard against complacency and respond to issues emerging.

Role of the Governing body

The Chair of Governors will liaise with the Designated Officer (DO) appointed by the Local Authority and partner agencies in the event of allegations of abuse made against the Executive Headteacher.

Training

All governors and trustees receive appropriate management of safeguarding and child protection training at induction, and then at regular intervals. This training is currently through The Key for School Leaders safeguarding. It provides all our governors and trustees with the knowledge to ensure our school's safeguarding policies and procedures are effective.

The board of Governors will:

- 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);

The Governors are accountable for ensuring that our school:

- has a nominated lead (Dawn Osloff) to take leadership responsibility for the setting's safeguarding arrangements with the appropriate authority and 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;
- has appointed an appropriate senior member of staff, from the school leadership team to the role of lead Designated Safeguarding Lead (DSL) with a team of DSLs. The senior DSL will take lead responsibility for safeguarding and child protection. 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', 2023 and HM Government 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers – July 2018;
- 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 effective policies and procedures in place for child protection and staff behaviour and Online Safety which are provided to staff and volunteers on induction;
- has safeguarding arrangements which take account of 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 to ensure pupils' 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;
- has a culture of listening to children, taking account of their wishes and feelings, both in individual decisions and the development of services;
- has arrangements in place for supporting pupils with medical conditions;
- 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 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;
- has procedures for dealing with allegations against members of staff and volunteers that comply with DfE statutory guidance 'Keeping Children Safe in Education', Westmorland and Furness SCP, LA and locally agreed inter-agency procedures;
- has procedures for dealing with allegations against other children (child on child abuse);
- has appropriate online filtering and monitoring systems in place;
- has appointed a designated teacher to promote the educational achievement of looked-after or previously looked-after children ensuring that this person has appropriate training;
- ensures that staff have the skills, knowledge and understanding necessary to keep looked-after or previously looked-after children safe and have the information they need in relation to a child's 'looked-after' legal status (whether they are looked-after 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 regarding child protection arrangements that is brought to its attention without delay;
- has appropriate safeguarding responses to children who are absent from school and those who go missing from school, particularly on repeat occasions, 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 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 express their views and give feedback;
- 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;
- undertakes a full audit of the Safeguarding systems and procedures in place on an annual basis.

Role of the Trust Senior Designated Safeguarding Lead – Lisa Longley

Liaison and referrals

- refer concerns about pupils who may have disappeared or whose transfer has raised concerns to Children's Services Children Missing Education (CME) Officer;

Training:

The designated safeguarding lead will receive appropriate training, updated every two years to:

- ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff and volunteers/students;
- 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 may put in place to protect them.

Raising Awareness:

- ensure that all staff are made aware of and understand the school's safeguarding response to children who go missing from education;
- 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 of 'Keeping Children Safe in Education – Safeguarding information for all staff – September 2023, and the Westmorland and Furness SCP Summary of Allegations Management Procedures Flow Chart (Appendix B);
- ensure the school's procedures are known and followed by staff, particularly concerning referrals of cases of suspected abuse and neglect;
- 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 that referrals about suspected abuse or neglect may be made and the role of the school in this process;
- 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;

- link with the relevant safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local procedures on safeguarding;
- where required to do so, liaise with the “Case Manager” and Local Authority Designated Officer (DO) in cases of allegations against a member of staff or other adult;
- 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/setting;
- where children leave the school, the DSL should ensure their Child Protection file is forwarded to any new school as soon as possible but transferred separately from the main pupil 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 in advance of a child leaving the school to provide continuous support.
- Prevent lead: ensuring that staff have appropriate Prevent training and induction

Role of the Schools Designated Safeguarding Leads -

Lisa Longley
Cathy Harrison
Rebecca Chapman
Nathan Davies
Jen Turner
Iain Taylor
David Foster

Liaison and Referrals:

- liaise with local statutory children’s services agencies and the Westmorland and Furness SCP;
- refer all cases of suspected abuse or allegations to Westmorland & Furness Safeguarding Hub or relevant LA safeguarding hub (see Section 5 for contact and referral details) in accordance with the multi-agency thresholds guidance;
- make a referral to the relevant Safeguarding Hub immediately if, at any point, there is a risk of immediate serious harm to a child – **anybody can make a referral**;
- support staff who make referrals to the Local Authority Safeguarding Hub;
- refer to the Police cases where a crime may have been committed;
- ensure that an indication of further record-keeping is marked on the pupil 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;
- refer cases, as required, to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme;
- liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise within school when deciding to make a referral
- liaise with the Executive Headteacher to inform her of issues especially ongoing enquiries under section 17 (child in need) and section 47 of the Children Act 1989 and Police investigations.

Training:

The Designated Safeguarding Leads 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 Help Assessments (EHA);
- have a working knowledge of how the Local Authority 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;
- 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 relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three 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;
- recognise the additional risks that children with SEN and disabilities (SEND) face online, 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 concerns and referrals;

Role of the Designated Teacher for Children Looked After & Previously Looked After Children

The Designated Teacher for looked-after and previously looked-after children has lead responsibility for helping school staff understand the things which affect how looked-after 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 pupils who are looked-after;
- liaise and work together with other agencies providing prompt action to safeguard any looked-after or previously looked-after child;
- 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 looked-after and previously looked-after 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 looked-after or previously looked-after 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.

The Role of ALL Staff

All staff will:

- o Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- o Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- o Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

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

More specifically:

- All school staff have a responsibility to provide a safe environment in which children can learn.
- All staff should know what to do if a child tells them he/she is being abused, neglected or otherwise at risk of harm. **Always** speak to one of the DSLs. If in exceptional circumstances, one of the DSLs 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 children's social care. In these circumstances, any action taken should be shared with the senior DSL (LL) as soon as practically possible.
- All staff should be prepared to identify children who may benefit from Early Help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional.
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification 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 children's social care 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 have a responsibility to read and properly understand 'Keeping Children Safe in Education Information for All School and College staff' (Part one) and appendix B, Guidance for Safer Working Practice for Adults who Work with Children and Young People Feb 2022, 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 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

- All staff should be aware of and understand the school's safeguarding response to children who go missing from education.
- All staff should understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with Keeping Children Safe in Education Sept 24 part 5.
- 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 Children's Social Care. 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 to the relevant Safeguarding Hub immediately – **anybody can make a referral**.

The Role of the School Counsellor

Ensuring confidentiality between the child or young person and counsellor is crucial to the success of the relationship and the outcomes of counselling. A frequent concern raised by children and 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 will be aware that there is no such thing as absolute confidentiality when working with children and young people. Child protection concerns and the welfare of children and young people will, at times, need to take precedence over confidentiality.

Counsellors should discuss difficult decisions about disclosures with their clinical supervisor and line manager and, if appropriate, the DSL within the school. Where they believe an individual is at risk of significant harm they should report this to the DSL immediately.

C. Procedures

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the Safeguarding Procedures as stated on the [Westmorland and Furness Safeguarding Children Partnership website](#).

Staff are kept informed about child protection procedures and given safeguarding updates through whole staff meetings annually, four weekly safeguarding newsletters, new staff receive training as part of their induction, including teacher trainees and support staff. Groups of staff with enhanced roles, e.g. pastoral staff, receive more detailed and involved CPD.

Support staff, peripatetic music teachers, sports coaches and other adults in school receive the same induction as teaching staff and there is an expectation that they will hold an up-to-date Level 1 or equivalent Child protection certificate.

Parents have access to the safeguarding policy on our website and their attention is drawn to it at induction and in their information packs.

D. Training and support

Our school will ensure that all staff including the Executive Headteacher, the Designated Safeguarding Leads, nominated governor/trustee and the governing body attend training relevant to their role.

The DSLs will have level 2 training refreshed every 2 years and level 3 training refreshed every 2 years. They will also attend additional training when it is available e.g. domestic abuse, child exploitation, prevent, child mental health, self-harm and suicide etc. and receive regular updates from NSPCC and Westmorland and Furness SCP throughout the year.

All members of the schools multi-agency team will have at least level 2 training refreshed every 3 years and level 3 training where appropriate.

Governors receive training in the management of safeguarding at induction. This is renewed every three years for all Governors and every two years for the Chair and the link safeguarding governor.

All staff and adults working in school are trained internally to level 1 or equivalent child protection which provides an understanding the Overarching Safeguarding Statement and this Child Protection Policy and procedures and ensure that all adults have up to date knowledge of safeguarding issues. This is refreshed every 3 years.

In addition, all staff members receive regular safeguarding and child protection updates (for example, via e-mail, staff meetings/briefings etc.), as required, but at least via a half termly safeguarding newsletter, to provide them with relevant skills and knowledge to safeguard children effectively.

Appropriate training and regular updates 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;
- unexplained bruising, marks or signs of possible abuse or neglect;
- a child's comments which give cause for concern;
- any reasons to suspect neglect 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 disclosure from a child;
- whistle blowing procedures as they refer specifically to Child Protection; and
- general health, safety and welfare issues.

Safer Recruitment – We are committed to ensuring that staff and governors with recruitment responsibility are appropriately trained and are mindful of the importance of Safeguarding Children in line with Bichard recommendation 17 – 'no interview panel to appoint staff working in schools should be convened without at least one member being properly trained'. This includes interviews for support staff, LSAs and other adults in school. Members of the leadership team, trustees, business managers, logistics manager, head of music, director of sport and the SENCO who all make appointments in school have completed the Safer Recruitment Training. This is updated every 5 years.

The senior DSL 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.

E. Professional Confidentiality

One of the main messages in our staff induction is the golden rule about confidentiality:

Never promise a child you can keep a secret: explain to them that you will need to tell someone whose job it is to keep them safe but assure them that that is the only other person you will tell.

All staff are instructed to pass on information and concerns to one of our DSLs immediately and to make brief notes and pass those on to them as soon afterwards as possible.

The DSL will make the necessary referrals and co-ordinate any interventions needed, sharing information according to CSCP advice and guidance.

For any referral other than a Section 47 (Child at risk of significant harm where the designated person believes that the parents present a risk) then the consent of a parent and the child should be sought. In the case of a referral without consent advice will be sought from the duty social worker before proceeding.

We will share information with the police or social care departments if we believe that the safety and welfare of the child necessitates the sharing of that information.

In the case of Early Help assessments, parents' consent is always sought but if parents are unwilling then the child should consent to it at least. All EHAs are registered with the relevant authority. It should be noted that all three local authorities: Westmorland & Furness; North Yorkshire & Lancashire operate different Early Help/Family Help procedures.

Early Help Assessments are designed so that practitioners in all agencies can communicate and work more effectively together. Information will follow the child and build up a picture over time. The EHA encourages greater sharing of information between practitioners, where consent is given.

It will:

- Promote earlier intervention where additional needs are observed
- Improve the quality and consistency of referrals between agencies by making them more evidence-based
- Enable information to follow the child
- Promote the appropriate sharing of information.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018 and the General Data Protection Regulation). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard

a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

F. Records and monitoring

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Concerns about the welfare of a child are recorded by the DSLs and any accompanying documentation is attached. These records are uploaded onto CPOMS.

Any colleague who needs to have additional information can ask LL and will be told what they need to know in the interests of safeguarding only and no more.

A key member of trained staff becomes responsible for monitoring the welfare of the child. The Head of Year is made aware of this and LL & RjC keeps a watching brief.

LL is responsible for the continued monitoring of all children with safeguarding concerns, and she files all relevant notes and information in the confidential files on CPOMs during this process.

Referrals will be made at the earliest possible opportunity. We will always seek advice from a duty social worker as soon as we are alerted to safeguarding issues.

Parents can have access to any records other than those connected to a Section 47 referral as directed by social care. Year Heads are aware of this.

When a child about whom we have safeguarding concerns leaves, LL contacts the designated person in the receiving school to ensure that they are fully aware of our concerns and the stage of any referrals or multi agency work undertaken. We persevere in liaison with Access and Inclusion Service and even the police when there is no contact from the receiving school to confirm the child is on roll. We would try to meet with the designated person in order to handover essential documentation or arrange with Access and Inclusion Service for their safe delivery to the new school/ LA.

When forwarding files to a receiving school, a copy of their CPOMs records is kept in the archive section of the database.

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

G. Attendance at Child Protection Conference

If we are invited to send a representative to a child protection conference then one of the DSLs will attend. Occasionally we take with us a key member of staff who knows the child/ family/ who has undertaken much of the monitoring. Staff attending will follow 'Guidance for practitioners attending Child Protection Conferences – W&FSCP; Signs of Safety: Child Protection Conference Agenda; Signs of Safety: Decision making Guidance; Westmorland and Furness SCP Scaling tool; Risk factors & Protective Factors note sheet: Working together to Safeguard Children 2023.

H. Supporting pupils at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of school behaviour management policies
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting
- regular liaison with other professionals and agencies that support the pupils and their families
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in safeguarding situations

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

- disclosures by pupils 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 pupils have not actively sought these out;
- graffiti symbols, writing or artwork promoting extremist messages or images;
- pupils 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 pupils in other schools or settings;
- pupils 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.

Pupils at risk of radicalisation, being drawn into terrorism including support for extremist ideas that are part of terrorist ideology are identified by the pastoral team and when appropriate make a referral to the Channel programme.

(i) Children who may be particularly vulnerable and Early Help

Some children may be at increased risk of neglect and/or abuse and would especially benefit from Early Help. 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.

To ensure that all our children receive equal protection, we will give special consideration and attention to children who are:

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 and has specific additional needs or has special educational needs (see H(ii))
- is living in a known domestic abuse situation;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is affected by known parental substance misuse or adult mental health problems;
- is at risk of fabricated or induced illness;
- is a young carer;
- has health conditions;
- has mental health needs;
- has a family member in prison or who is affected by parental offending;
- is at risk of honour-based abuse (such as FGM or forced marriage);
- is persistently absent from school (including for part of the day);
- is an asylum seeker;
- has returned home to their family from care;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;
- is vulnerable to being bullied, or engaging in bullying;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;
- 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;
- identifies as LGBTQ+

- has been previously known to children's social care
- does not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

(ii) Pupils with SEN/Disabilities

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect 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 disability without further exploration;
- pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We consider the potential need for Early Help and extra pastoral support in this group of children a priority.

(iii) Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will work with the virtual school head who has a non-statutory responsibility for oversight of the attainment, attendance, and progress of children with a social worker and will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

I. 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 DSLs consider 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.

J. Specific Safeguarding Issues

The Westmorland & Furness SCP Procedures Manual provides specific guidance on a range of safeguarding issues.

The DfE statutory guidance 'Keeping children Safe in Education 2025' provides additional information in Annex B

(i) Child Sexual Exploitation (CSE)

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 (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. 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, care and education at some point.

All suspected cases of CSE will be referred to the Relevant Safeguarding Hub.

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.

Further information is available in the DfE guidance '[Child sexual exploitation: definition and guide for practitioners](#)' Westmorland and Furness SCP guidance and resources on [Child Exploitation \(including CSE and CCE\)](#).

(ii) [Sharing nudes and semi-nudes](#)

All incidents involving youth produced sexual imagery (sexting/sharing nudes and semi nudes) will be responded to in line with this Policy and procedures.

When considering appropriate action regarding sexting, the DSL will take the age of the child involved and the context into account. 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 pupils in this school and sexting 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 'Sharing nudes and semi-nudes' written by UK Council for Internet Safety Dec 2020 and [appendix E](#)

(iii) Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases, it is performed on new-born infants or on young women before marriage or pregnancy. FGM is child abuse.

FGM has been a specific criminal offence in the UK since 1985 when the Prohibition of Female Circumcision Act 1985 Act was passed. In 2003 this was replaced by the Female Genital Mutilation Act 2003 in England, Wales and Northern Ireland.

The following are some signs that the child may be at risk of FGM:

- A female child is born to a woman who has undergone FGM or whose older sibling or cousin has undergone FGM;
- The family belongs to a community in which FGM is practised or have limited level of integration within UK community;
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- If a female family elder is present, particularly when she is visiting from a country of origin, and is taking a more active/influential role in the family;
- The family makes preparations for the child to take a prolonged holiday, e.g. arranging vaccinations, planning an absence from school;
- The child may talk about a long holiday to country of origin or where FGM practice is prevalent;
- The child talks about a 'special procedure/ceremony' that is going to take place;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family.
- Repeated failure to attend or engage with health and welfare services or the mother of a girl is very reluctant to undergo genital examination;
- Where a girl from a practising community is withdrawn from Sex and Relationship Education they may be at risk from their parents wishing to keep them uninformed about their body and rights.

We will consider whether any other indicators exist that FGM may have or has already taken place, for example:

- The child has changed in behaviour after a prolonged absence from school;
- The child has health problems, particularly bladder or menstrual problems;

and/or

- The child has difficulty walking, sitting or standing and may appear to be uncomfortable.

From the 31st October 2015, regulated professionals in health and social care professionals and teachers in England and Wales have a duty to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. Following consultation with social care professionals as well as other relevant professionals, only then will the police take action to ensure the girl/young woman is safe and her needs are prioritised.

(iv) 'Honour based' violence (HBV)

Honour based violence 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, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and will be handled and escalated as such.

QEstudio staff will report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, all cases will be discussed with the DSL and involve the relevant Safeguarding Hub as appropriate.

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.

(v) Child Criminal Exploitation (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 when the victim may have been trafficked for the purpose of transporting drugs. Where this is found to be the case, the school will consider a referral to the National Referral Mechanism.

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 force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- 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.

(vi) 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.

(vii) 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.

(viii) Preventing Radicalisation

Protecting children from the risks of radicalisation and extremist ideologies is 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 being drawn into 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 take into account the policies and procedures of Westmorland and Furness SCP.
- 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. As a minimum, the DSL will receive Prevent awareness training the detail of which will be cascaded to other staff/volunteers as appropriate.
- Online/E-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/e-Safety Policy.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils 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, human rights, community safety and community cohesion. We seek to protect children and young people against the messages of all violent extremism.

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

(ix) Domestic Abuse

Any one incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse 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, sexuality or background and 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;
- economic/financial (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). However, as with any child under 18, where there are concerns about safety or welfare, child protection procedures should be followed and both young victims and young perpetrators will be offered support.

When identifying children who are or may be affected by domestic abuse, we take account of the Domestic Abuse advice provided by the Westmorland and Furness or relevant LA SCP.

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 share on CPOMS.

Our parents are 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 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.

(x) *Children Missing from Education*

A child going missing from education is a potential indicator of abuse or neglect. The School has appropriate procedures and responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in future.

It is our responsibility to inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as agreed between the school and the local authority.

We will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system eg home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- are in custody for a period of more than four months due to a final court order and we do not reasonably believe they will be returning to school at the end of that period;
- have been permanently excluded.

(xi) *Homelessness*

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Westmorland & Furness County Council have a list of contacts for local district council housing support.

(xii) *Mental Health*

All staff are 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 experiences. Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially

traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. If staff have a mental health concern about a child that is also a safeguarding concern, they will speak to one of our DSLs.

(xiii) Private fostering

A private fostering arrangement is essentially one that is made without the involvement of a Local Authority for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative for 28 days or more. Privately fostered children are a diverse and sometimes vulnerable group which includes:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum-seeking and refugee children;
- Teenagers who, having broken ties with their parents, are staying in short-term arrangements with friends or other non-relatives;
- Children who stay with another family whilst their parents are in hospital, prison or serving overseas in the armed forces;
- Language students living with host families

Under the Children Act 1989, private foster carers and those with Parental Responsibility are required to notify the local authority of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

Teachers, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the arrangement has been or will be notified.

(xiv) Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' 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.

(xv) Other issues

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

- Children and the court system
- Children with family members in prison
- Modern slavery and the National Referral Mechanism

L. Children's Services Referral Form

QEstudio works with 3 Local Authorities and therefore 3 Children's Services. They all have different referral protocols.

Lancashire ask for their children's social care referral form Tel: **0300 123 6720**

Westmorland & Furness ask for their online single contact form Tel: **0300 373 2724**

North Yorkshire ask for their Referral form for Children and Families services Tel: **01609 780 780**

We will continue monitor the changes to protocols in all 3 authorities as the picture is constantly changing.

Any referral form should be used following a consultation with the duty social worker and/or where an assessment of the situation identifies that a referral to Children's Services Social Care is necessary to safeguard or protect the welfare of the child.

In these circumstances, (where appropriate) we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that the involvement of Social Care is required and the expected outcome. This information will provide the basis for the completion of the Children's Services Referral Form. **The request to access support from Children's Services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.**

A safeguarding referral should be made by one of our DSLs.

A copy of the form should be place in the school's secure child protection files on CPOMS.

The Executive Headteacher and the Senior Designated Safeguarding Lead LL should be informed that a referral has been made.

Where it is considered immediate protective action is required; the Designated Safeguarding Lead must make a referral to Children's Services Social Care. **This referral may initially be by telephone to the relevant team of Social Care, but must be followed up in writing within 48 hours.**

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 relevant SCP Escalation Policy and procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

M. Procedures to follow when the Safeguarding Designated Safeguarding Lead is notified of the concern about the welfare or safety of a child.

When child protection concerns are brought to the attention of one of the Designated Safeguarding Leads, they will contact the duty social worker from the authority serving the child's main residence and agree a course of action with them.

The Designated Safeguarding Leads work closely together, deputising for one another and liaising on cases so that at any time one of them is available to deal with concerns and ongoing referrals. They all have access to the confidential files and will be supported by Tracy Livesey / Lisa Baines.

Any adult who makes a concern known to a Designated Safeguarding Lead is guided through the procedures and given emotional and practical support during the process by the Designated Safeguarding Lead, especially if they have to provide further evidence or be involved in conferences/ reviews/ TACs etc.

All adults in school have a duty to safeguard and promote the welfare of the children in their care.

N. Procedures to follow if an allegation is made against a 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 and contractors or other external providers using the school 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 Head teacher or Principal. 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 or college is where the alleged abuse took place. Allegations against a teacher or who is no longer teaching will be referred to the Police. Historical allegations of abuse will also be referred to the Police. Such allegations are dealt with in accordance with specific procedures published on the Westmorland and Furness SCP website – [Allegations against staff or volunteers](#) and Part four of '[Keeping Children Safe in Education](#)' – Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.

If staff have a safeguarding concern or an allegation about another adult (including supply staff, volunteers or contractors) 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.

Westmorland and Furness SCP has produced a [Summary of Allegations Management Procedures Flowchart](#). A copy of this flowchart is displayed in the staff room.

See Appendix F for procedures

Low-level concerns

Concerns that do not meet the threshold of harm will also be treated seriously, 'low-level' does not mean insignificant but is behaviour which is inconsistent with our staff code of conduct: including conduct out of work, and does not meet the allegations threshold .

We have a culture in which all concerns regarding adults, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' are shared responsibly, recorded and dealt with appropriately. All such concerns and 'nagging doubts' are referred to the Executive Headteacher Cathy O'Neill, Lisa Longley and/or Rebecca Chapman.

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 teachers and other staff, section 2.

O. Child on Child abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils 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 child on child abuse and have been trained in the procedures to follow if there are incidents of sexual violence or sexual harassment between pupils and Teenage relationship abuse.

Child on child abuse (including child on child violence) can take many forms for example:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (also known as teenage relationship abuse);
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment. Part five of [Keeping children safe in Education](#) has further guidance on this issue and how schools should respond to incidents;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- 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;
- upskirting (which is a criminal offence); and
- initiation/hazing type violence and rituals.

Child on child abuse can often be motivated by prejudice against particular groups steered by a dislike for a person's:

- sex
- race;
- religion or belief;
- gender reassignment;

- pregnancy and maternity;
- sexual orientation;
- special educational need, health condition or disability;

or where a child:

- is adopted or in care;
- has caring responsibilities;
- is suffering from a health problem;
- is frequently on the move (e.g. those from military families or the travelling community);
- is experiencing a personal or family crisis;
- has actual or perceived differences, (e.g. physical or cultural differences).

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

Abuse is abuse and will never be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ 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. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. 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. If staff have any concerns regarding any form of child on child abuse, they must speak to the DSL.

Children with Special Educational Needs and Disabilities (SEND) or certain health conditions are three times more likely to be abused or exploited both online and offline 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 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 by other children and involving children with SEND will therefore require close liaison with the DSL (or deputy) and the SENCO.

The fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, 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+.

We also acknowledge that low level disruption such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, lifting up skirts etc. and the use of offensive language can have a significant impact on its target. Dismissing or tolerating such behaviours and not challenging them risks normalising them and may result in children being reluctant to report. Additional information on this issue is also available in Part five and Annex B of [Keeping Children Safe in Education](#)

The Lucy Faithful Foundation has developed '[Shore Space](#)', an online resource for teenagers which works to prevent harmful sexual behaviour and offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.

For management of cases See Appendix G

P. Supervision & Support

Any member of staff affected by issues arising from concerns for a child's welfare or safety can seek support from one of the Designated Safeguarding Lead.

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 Designated Safeguarding Lead without delay.

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

Effective supervision provides support, coaching and training for the staff member/volunteer and ensures that we ensure that we gain the best outcomes for children, by providing regular support, advice and guidance for staff working on pastoral cases. It also ensures accountability for pastoral staff roles, responsibilities and work undertaken. It is based on the principle of high support and high challenge, be open and honest, restorative in nature and provide a balance of work and personal support.

Our Supervision arrangements foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning a child's development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Our DSL team also meet at least termly to receive updates and review safeguarding processes and procedures.

Each DSL receives termly external supervision via Judicium Education, quality assurance of this provision is carried out termly in the DSL meetings.

Q. Online/E-Safety, Use of Mobile Phones and Cameras

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- have robust processes in place to ensure the online safety of pupils, staff, volunteers, governors and trustees
- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

- set clear guidelines for the use of mobile phones for the whole school community
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
 - **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
 - **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' events. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#) July 2022
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety

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 Trustees 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 the Leadership team 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. The Leadership team 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.

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.

R. The use of School Premises by other Organisations

Where services or activities are provided separately by another body using the school premises, the Executive Headteacher and Governing Body will seek assurance that the organisation 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.

The Trustees /Executive Headteacher will take appropriate action to ensure that the school is not hired out or otherwise let to external agencies that use the premises to deliver messages of, or support for, extremism or radicalisation.

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

S. 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, equipment and toys, 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 include 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. We 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.

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 pupils, parents and others about areas that may need improvement as well as what we are doing well.

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 Inventory and to display a visitors 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.

T. Safeguarding young people on Work-Related Learning including work experience and Employer Engagement activities

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. We will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being

supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be:

- unsupervised; and
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, we will ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, and the child is 16 years of age or over, it is the responsibility of the work experience provider to consider whether a DBS enhanced check should be requested for the child/young person in question.

Note: DBS checks cannot be requested for children/young people under the age of 16.6

U. 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.

V: Teaching students about safeguarding

- A full PD programme of lessons runs through all years of QEstudio and is delivered mainly by form tutors every Tuesday period 2. This constantly reviewed and updated scheme teaches students about safe relationships, on-line safety, the dangers of CSE, consent, risky sexual behaviour, drug and alcohol risks, pornography, body image, self-harming behaviours including eating disorders and extreme exercise, mental wellbeing, domestic violence, coercion and staying safe when socialising or travelling. The sessions are sometimes delivered by experts e.g. from health or the police. A full PD curriculum outline is available on our website.

- Staff respond to any current concerns by adapting the PD content quickly or by using morning assemblies or even subject lessons should the need be urgent enough.
- Pastoral and safeguarding staff along with school counsellors inform the education programme: their concerns are raised to enable timely changes to programmes when necessary.
- Students are given full information about what, how and when to report anything that makes them feel uncomfortable or anxious. This information is on posters and in their planners and students are constantly reminded about reporting. The QEstudio value of Looking out for Others is constantly rehearsed in student briefings with its emphasis on letting us know if they are concerned about a fellow student.

W: Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in on Inentry and wear a lanyard with ID badge:

Approved (DBS and safer recruitment checked) visitors wear a green lanyard

Non-approved visitors a red lanyard with ID badge. Visitors wearing a red lanyard will be accompanied by a member of school staff at all times whilst on our site.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Types of abuse

Appendix A

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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.

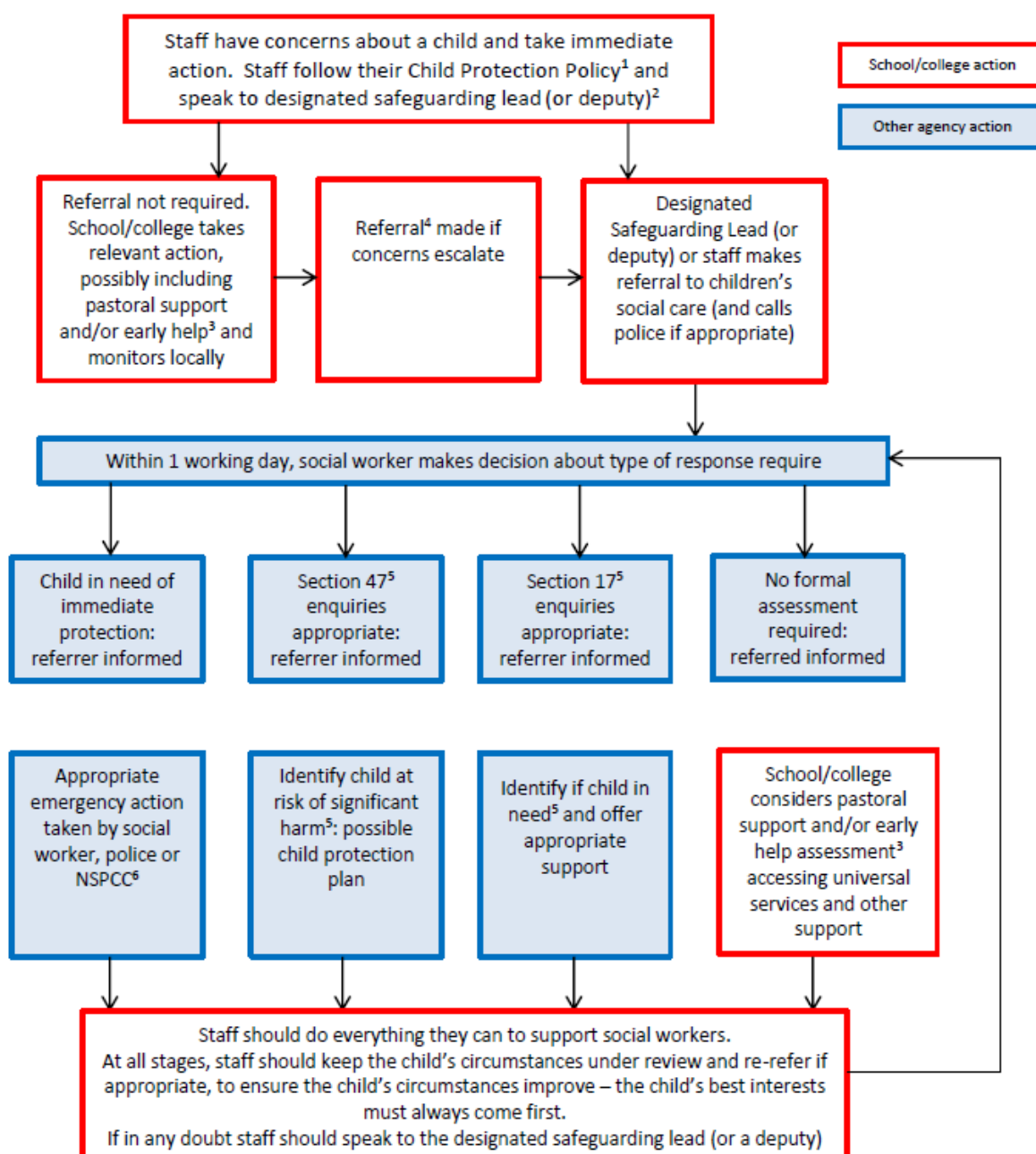
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

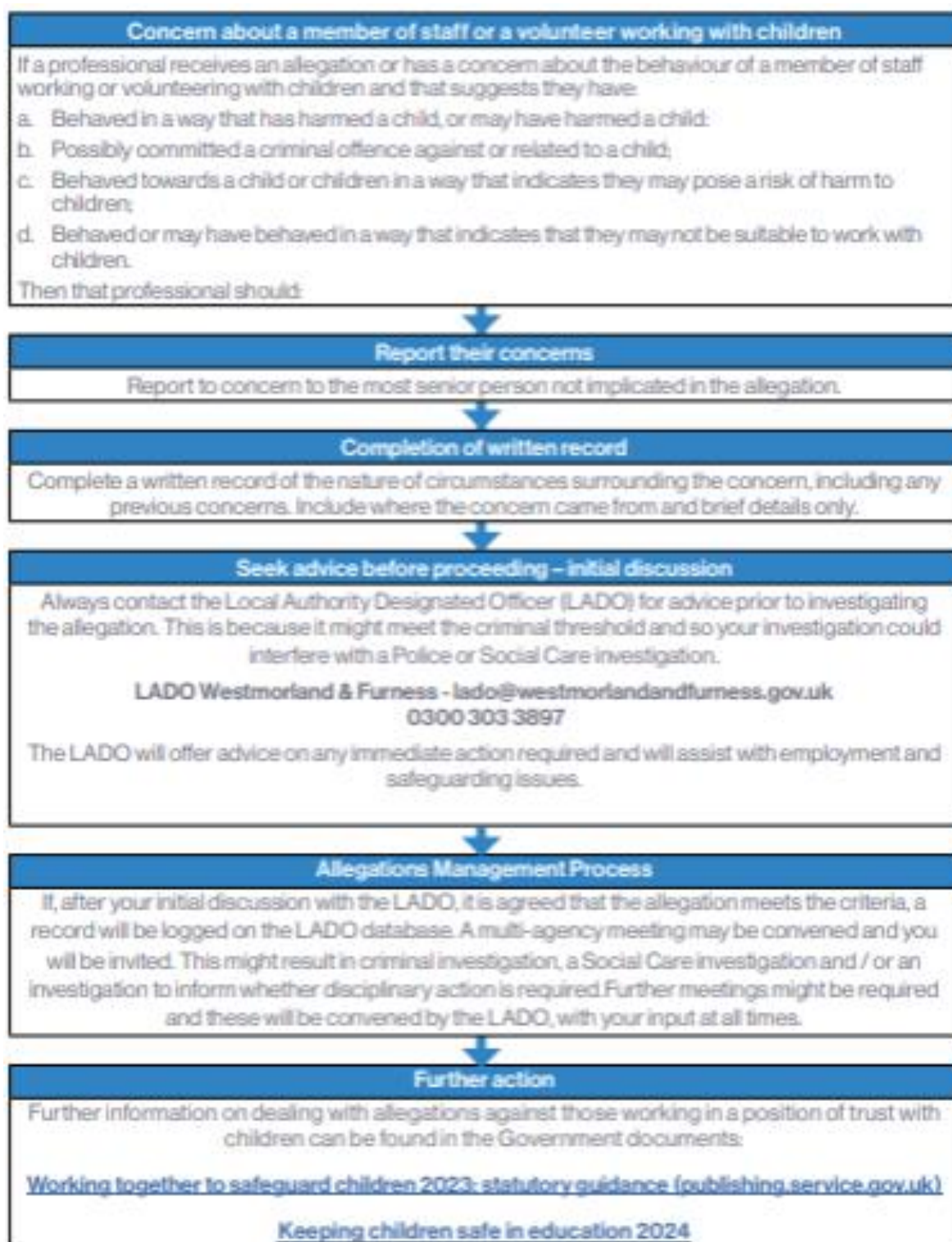
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

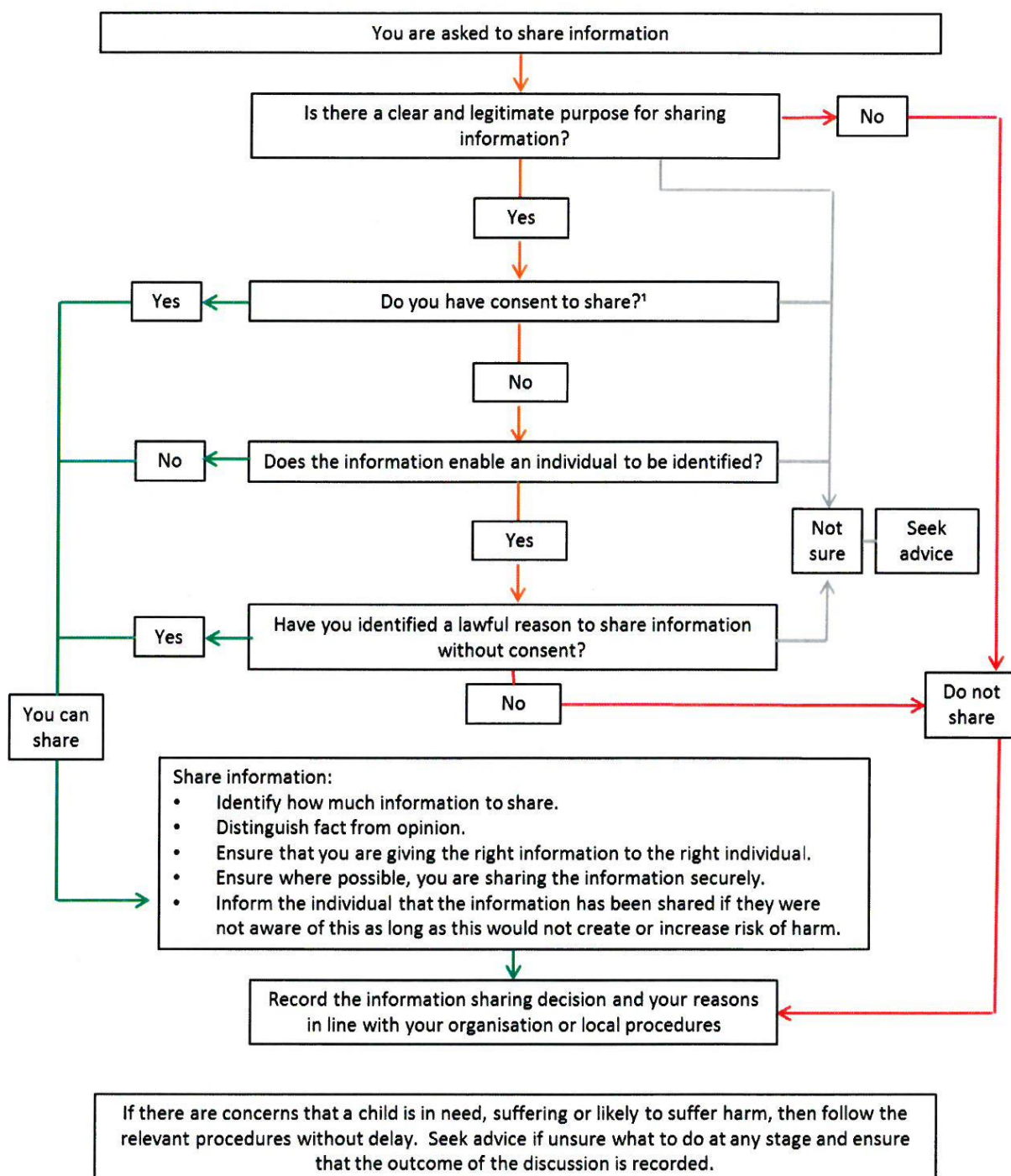
Actions where there are concerns about a child



Westmorland and Furness SCP – Summary of Allegations Management Procedures



FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



Sharing nudes and semi-nudes

Reference: Sharing nudes and semi-nudes – UK Council for Internet Safety

Any direct disclosure by a pupil (male or female) will be taken very seriously. A child who discloses 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 following steps will be taken:

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services

- o Any relevant facts about the pupils involved which would influence risk assessment
- o If there is a need to contact another school, college, setting or individual
- o Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- o The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- o There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- o What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- o The imagery involves sexual acts and any pupil in the images or videos is under 13
- o The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the executive headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our personal development programme and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- o What it is
- o How it is most likely to be encountered
- o The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- o Issues of legality
- o The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- o Specific requests or pressure to provide (or forward) such images
- o The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- o Putting safeguarding first
- o Approaching from the perspective of the child
- o Promoting dialogue and understanding
- o Empowering and enabling children and young people
- o Never frightening or scare-mongering
- o Challenging victim-blaming attitudes

Managing Allegations of Child on Child abuse

Possible actions in response to a concern or allegation against a pupil

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 abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- 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 pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- 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 or electronic record will be made of the concern or allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Westmorland and Furness Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub is 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 pupils involved where appropriate.

- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern or allegation 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 must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See '[When to call the Police](#)' for further guidance.
- 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 pupil being complained about for a period of time according to the school's Behaviour Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of our Behaviour Policy and procedures including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the 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.
- 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.

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 pupils 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.

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 is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

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 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.

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

- the wishes of the victim;
- the nature of the incident – might a crime have been committed?
- the ages of the children involved;
- any power imbalance between the children for example, if one child is much older
- whether it was a one-off incident or a pattern of behaviour by the alleged perpetrator