



SAFEGUARDING AND CHILD PROTECTION POLICY

This policy has been adapted from the LA model child protection and safeguarding policy and should be read in conjunction with the Keeping Children Safe in Education 2019

Headteacher	Sign and Date:	 25/9/2019
Chair of Governing Body	Sign and Date:	 27/9/2019

Amendments made: September 2019

Date for review (this policy will be reviewed annually)

KEY CONTACTS

Key Contact list for Safeguarding in The King's (The Cathedral) School

Role	Name	Telephone Contact	Email
Designated Safeguarding Lead	Helen Birch	01733 751541 Extension 302	birch.h@kings.peterborough.sch.uk
Designated Safeguarding Deputies	Charlie Armstrong	01733 751541 Extension 303	armstrong.c@kings.peterborough.sch.uk
	James Stubbs	01733 751541 Extension 375	stubbs.j@kings.peterborough.sch.uk
	Lucy Willis	01733 751541 Extension 327	willis.l@kings.peterborough.sch.uk
Safeguarding Governor	Tim Hitch	01832 280692	timhitch@btinternet.com
Peterborough Cathedral Safeguarding Contact	Revd Canon Sarah Brown	01733 355315	canon.missioner@peterborough-cathedral.org.uk

Key local contacts:

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

	Telephone Contact	e-mail
Customer Service Centre (Social Care Referrals)	(01733) 864180	
Emergency Duty Team (Out of Hours)	(01733) 234724	
Police Child Abuse Investigation Unit	(01480) 847743 or 101 / 999 (in emergency)	mash.cp@cambs.pnn.police.uk
Early Help	(01733) 863649	helpwithcaf@peterborough.gov.uk
Designated Officer (LADO)	(01733) 864030 (01733) 864790	Gisela Jarman gisela.jarman@peterborough.gov.uk Jane Bellamy jane.bellamy@peterborough.gov.uk

1. INTRODUCTION

- 1.1 This policy should be read in conjunction with Peterborough Cathedral's safeguarding policy ('Safeguarding Children and Vulnerable Adults: Policy and Procedure') which is available on the Cathedral's Website at <http://www.peterborough-cathedral.org.uk/userfiles/safeguarding-policy.pdf>
- 1.2 The King's (The Cathedral) School fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.
- 1.3 This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2019). All staff must be made aware of their duties and responsibilities under part one of this document (set out below).
- 1.4 Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2019) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).
- 1.5 We also acknowledge that the emotional, physical and social wellbeing of the children in our care are of fundamental importance.
- 1.6 Through their day-to-day contact with pupils and direct work with families, all staff in School have a responsibility to:
 - Identify concerns early to prevent them from escalating.
 - Provide a safe environment in which children can learn.
 - Identify children who may benefit from early help.
 - Know what to do if a child tells them he/she is being abused or neglected.
 - Follow the referral process if they have a concern (see Keeping Children Safe in Education, 2019, flowchart p16).

This policy sets out how the School's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the School. Our policy applies to all staff and volunteers, paid and unpaid, working in the School, including governors, teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the School and its governors. The Governing Body ensure that the policies, procedures and training in School are effective and comply with the law and government guidance at all times. It will ensure that:

- an annual report is made to the full governing body, and copied to the Education Safeguarding Team.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

It is consistent with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board (CPSCPB) procedures.

There are four main elements to our policy:

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

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

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

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

This policy is available to parents on request and is on the School Website.

2. PREVENTION

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

This School will therefore:

- establish and maintain an ethos where children feel secure, including in a digital context, and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the School whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- Engage fully in the Early Help process to maximise the opportunity for timely intervention;
- Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:
 - how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
 - the characteristics of positive and healthy friendships.
 - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
 - what constitutes sexual harassment and sexual violence and why these are always unacceptable.
 - about online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromised material placed online.
 - what to do and where to get support to report material or manage issues online.
 - the impact of viewing harmful content.
 - that specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
 - that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
 - the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how they can affect current and future relationships.
 - how people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

2.2 Ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

2.3 Prevention of Peer on Peer Abuse

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

- 2.3.1 **All** forms of peer on peer abuse are unacceptable and will be taken seriously. The School will therefore:
- 2.3.2 Create a whole School protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.
- 2.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 2.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 2.3.5 Include within the curriculum, information and, materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 2.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 2.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

3. PROCEDURES

- 3.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website: <http://www.safeguardingcambspeterborough.org.uk/children-board/>
- 3.2 The School fully recognises the importance of the role of the Designated Safeguarding Lead (DSL). The DSL is a member of the Senior Leadership Team, and will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.
 - 3.2.1 The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies (Deputy Designated Safeguarding Lead, DDSL).
 - 3.2.2 The role of DSL and DDSL is explicitly defined in their job description, with time, resources and training to undertake her/his duties agreed. (See *Keeping Children Safe in Education 2019, Annex B* which can be found on the Department of Education Website at the following address: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)
 - 3.2.3 Contingency arrangements are in place should the DSL not be available.

- 3.2.4 The DSL and or a deputy will always be available during School hours, during term-time. The staff emergency contact card includes the contact telephone numbers for the DSL and the Headteacher, who can be contacted out of hours.
- 3.2.5 Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns.
- 3.2.6 The DSL and DDSLs should undergo the two-day training provided by the Education Safeguarding Team and that this training is updated at least every two years. Knowledge and skills in addition to this formal training should be refreshed regularly.
- 3.2.7 The Governing Body has a nominated governor for Safeguarding and Child Protection, who has undertaken appropriate training.
- 3.2.8 The Governing Body should ensure every member of staff and every governor knows:
- the name of the designated safeguarding leads/deputies and their role.
 - how to identify the signs of abuse and neglect.
 - how to pass on and record concerns about a pupil.
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DDSL.
 - that they have a responsibility to provide a safe environment in which children can learn.
 - where to find the Inter-Agency Procedures on the Safeguarding Children Partnership Board website.
 - their role in the early help processes.
 - the process for making referrals to children's social care.
- 3.2.9 The Governing Body should ensure that all staff members have satisfactory checks, including DBS, in place and undergo safeguarding and child protection training **at induction**. The training content should be regularly updated, at the least annually, in line with Keeping Children Safe in Education.
- 3.2.10 As safeguarding is too big to rely on a single training session, opportunities will be created for regular staff updates and sharing of information.
- 3.2.11 The Governing Body should ensure that volunteers are subject to a risk assessment to determine the level of checks required.
- 3.2.12 The Governing Body should ensure that parents/carers are informed of the responsibility placed on the School and staff in relation to child protection by setting out these duties on the School's website.
- 3.2.13 The Governing Body should ensure that all staff and volunteers, paid and unpaid recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policy.
- 3.2.14 The Governing Body should ensure that this policy is available publicly, via the School website.
- 3.2.15 Where pupils are educated off site or in alternative provision, the School and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the School.

3.3 Liaison with Other agencies

The School will:

- 3.3.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils;
- 3.3.2 Co-operate as required, in line with 'Working Together to Safeguard Children (July 2018)', with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups;
- 3.3.3 Notify the relevant Social Care Team immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently).
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan.
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 3.3.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.
- 3.3.5 Follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements. i.e. when parents arrange for a child to stay with an adult who is not a close relative for more than 28 days.

3.4 Record Keeping

The School will:

- 3.4.1 Keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;
- 3.4.2 Ensure all electronic records are stored on an identified, purpose-built, secure platform, separate from the main pupil file, stored in the MyConcern database or in a locked location [DSL locked filing cabinet in DSL's office];
- 3.4.3 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with Keeping Children Safe in Education (September 2019) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving;
- 3.4.4 Make parents/carers aware that such records exist, except where to do so would place the child at risk of harm.
- 3.4.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

3.5 Confidentiality and information sharing

- 3.5.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The School will:

- 3.5.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately. If in any doubts about confidentiality, they should seek advice from a senior manager or outside agency as required.
- 3.5.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers', DfE, July 2018).
- 3.5.4 The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.
- 3.5.5 If a member of staff receives Subject Access Request (under the Data Protection Act 2018) from a pupil or parent/carer, they will refer the request to the DSL or Headteacher.
- 3.5.6 All staff must be aware that they cannot promise a child to keep secrets.

The Designated Safeguarding Lead/Deputies will:

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

3.6 **Communication with Parents/Carers**

The School will:

- 3.6.1 Ensure that parents/carers are informed of the responsibility placed on the School and staff for child protection by setting out its obligations on the School's website;
- 3.6.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless specific circumstances preclude this action.
- 3.6.3 Seek advice from Social Care if the School believes that notifying parents/carers could increase the risk of harm to the child, (further guidance can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board). Particular circumstances where parents/carers **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.
- 3.6.4 Record what discussions have taken place with parents/carers on the MyConcern database about a Child's welfare. If a decision has been made not to discuss with parents, the reason should be

recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 3.6.1).

3.7 Dealing with Sexual Violence and Sexual Harassment between Children

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

The School will:

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

4. SUPPORTING CHILDREN

- 4.1 At The King's (The Cathedral) School we recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 4.2 The School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at School their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- 4.4 Applying the School's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The School will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

4.5 The School will support the pupil through:

- 4.5.1 The content of the curriculum to encourage self-esteem and self-motivation;
- 4.5.2 The School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- 4.5.3 Liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams;
- 4.5.4 A commitment to develop productive and supportive relationships with parents/carers whenever it is in a pupil's best interest to do so;
- 4.5.5 The School recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environment factors in a child's life which could pose a threat to their welfare or safety, (contextual) safeguarding). Staff are required to be particularly alert to the potential need for early help for those.
- 4.5.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection; they may also be young carers;
- 4.5.7 Vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care **as soon as there is a recurrence of a concern.**
- 4.5.8 When a child is missing from education, the School will follow the procedures as set out in Peterborough's Children Missing Education Guidance.

4.6 **Children with Disabilities, Additional Needs or Special Educational Needs**

- 4.6.1 We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- 4.6.2 The School has pupils with emotional and behavioural difficulties and/or challenging behaviours. The School will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- 4.6.3 As part of the Learning for Life (Lfl) curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as how to recognise if they are feeling unsafe including within family relationships and friendships, how to ask for help, the differences between safe and unsafe secrets, the difference between safe and unsafe physical contact, and how to recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.
- 4.6.4 The School has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

4.6.5 Where necessary, the School will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

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

4.7 Children Misusing Drugs or Alcohol

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

When there is evidence or reasonable cause:

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

4.8 Children Living with Substance Misusing Parents/Carers

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

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

4.8.3 This is particularly important if the following factors are present:

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

4.9 Children Living with Domestic Abuse

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

- 4.9.2 This non-legal definition also includes so called ‘honour-based violence’, female genital mutilation and forced marriage. Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse.
- 4.9.3 The School recognises, where there is domestic abuse in the family, the children/young people will always be affected, the longer the violence continues, the greater the risk of significant and enduring harm which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.
- 4.9.4 Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The School will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi Agency Risk Assessment Conference (MARAC) work plan as required.
- 4.9.5 At The King’s (The Cathedral) School we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council/Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home, this schedule is called Operation Encompass.

In order to achieve this, Cambridgeshire’s Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the ‘Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years Settings’.

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

- 4.10.1 So-called ‘honour-based’ violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The School takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.
- 4.10.2 Female genital mutilation (FGM) is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is a form of child abuse and is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil’s wishes/
- 4.10.3 Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff and governor safeguarding training and staff and governors will follow the School’s agreed safeguarding procedures when concerned.
- 4.10.4 In accordance with statutory duty, all **known** cases of FGM in girls under the age of 18 will be reported to the police.

4.11 Children at Risk of Child Sexual Exploitation (CSE)

- 4.11.1 Child sexual exploitation is a form of child sexual abuse and can have a serious impact on every aspect of the lives of those involved. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual exploitation does not always involve physical contact, it can also occur through the use of technology.
- 4.11.2 Staff at The King's (The Cathedral) School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.
- 4.11.3 Potential indicators of sexual exploitation will be addressed within staff and governor training. However, it is important to be aware that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise. Sexual exploitation can take many different forms and seemingly 'consensual' relationship to serious organised crime involving gangs or groups.
- 4.11.4 The victim may have been sexually exploited even if the sexual activity *appears* consensual.
- 4.11.5 The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE/Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.
- 4.11.6 The School recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 5.1).

4.12 Child Criminal Exploitation: County Lines

- 4.12.1 Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.
- 4.12.2 The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE/Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.
- 4.12.3 Key to identifying potential involvement in county lines are episodes of missing.
- 4.12.4 School will address indicators of child criminal exploitation with staff through training, child protection procedures will be followed where concerns are raised.
- 4.12.5 The School recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions, (see 5.1).

4.13 Children with Family Members in Prison

- 4.13.1 These children are at risk of poor outcomes including poverty, stigma, isolation or poor mental health and poor attendance.
- 4.13.2 Children may be the target of bullying, or may have attendance issues. There may be problems associated with prison visits and the family may be experiencing financial difficulties.
- 4.13.3 The King's (The Cathedral) School is committed to supporting the children and young people who have a parent or close relative in prison, and to minimise the risk of them not achieving their full potential.
- 4.13.4 Information shared by the family will be treated in confidence and will be shared on a 'need to know basis.
- 4.13.5 We will work with the family to find the best ways to support the child/children.

4.14 Privately Fostered Children

- 4.14.1 Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.
- 4.14.2 The School will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

5. CHILDREN AT RISK OF RADICALISATION

- i. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- ii. Whilst The King's (The Cathedral) School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- iii. The School fully recognises its statutory duty to identify and support pupils at risk, and is clear that this exploitation and radicalisation should be viewed as safeguarding concern.
- iv. The Governing Body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.
- v. The School Governors, the Headteacher and the DSL will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include consideration of the School's RS curriculum, SEND policy, assemblies, the use of School premises by external agencies, anti-bullying policy, online-safety and other issues specific to the School's profile, community and philosophy.
- vi. The School's SPOC (Single Point of Contact) will be the DSL in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

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

5.1 Children Frequently Missing Education

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

The School monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

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

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

5.2 Children who are Young Carers

The School recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

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

5.3 Children who have returned home to their family from care

The School recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Social care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures.'

5.4 Children showing signs of Abuse and/or Neglect

The School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

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

6. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 6.1 The School has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DFE guidance.
- 6.2 The School will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2019). This section should be read in conjunction with the Schools safer Recruitment Policy.
- 6.3 The Governing Body will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

All of the Senior Leadership Team (SLT) and several Governors have undertaken Safer Recruitment training.

- 6.4 School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 6.5 Any allegation of abuse made against a member of staff or volunteer must be reported to the Headteacher without delay unless the Headteacher is the subject of the allegation when the Chair of Governors must be informed. (See Allegations flowchart Appendix B (Peterborough). The School will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2019).
- 6.6 The School will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2019) and the School's Personnel Manual from EPM Ltd or other HR provider (for subscribing schools).
- 6.7 The Headteacher or Chair of governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 6.8 In the event of an allegation being made against a member of staff consultation with the Designated Officer from the local authority (LADO) will take place within one working day. Following consultation, the referrer will advise on all further action to be taken.
- 6.9 The School will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed at the School. The King's (The Cathedral) School recognises **it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**
- 6.10 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 6.11 Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.

- 6.12** The School will ensure that all staff and volunteers, paid or unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff and volunteers, paid or unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 6.13** All staff have signed to confirm that they have read '*Guidance for safer working practice for Adults who work with children and young people in education settings* May 2019.
- 6.14** All staff are aware of their Whistleblowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.
- 6.15** The School will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (abuse of position of trust).
- 6.16** Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.
- 6.17** In accordance with regulations, The King's (The Cathedral) School will ensure that staff are aware of legislation which may cause them to be disqualified.
- 6.18** The School will ensure that communication between pupils and adults, by whatever method are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

7. OTHER RELATED POLICIES AND PROCEDURES

Whistleblowing

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

Physical Intervention

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

Bullying

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

Prejudice Related Incidents

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

Health and Safety

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

Children with Special Educational Needs and Disabilities

We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's additional needs without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming those issues.

Staff across the School community will remain vigilant and observant to these additional challenges, and be particularly sensitive to signs of abuse.

Online Safety and Acceptable Use Policy

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

Use of Mobile Phones Policy

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

Extended Schools and Before and After School Activities

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

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the School on these matters where appropriate.

This policy also links to our policies on:

Behaviour

Staff Behaviour / Code of Conduct

Whistleblowing

Allegations against staff

Allegations against other pupils

Parental concerns
Attendance
Curriculum
Lfl, including drug education and sex education
Teaching and Learning
Administration of medicines
Risk assessment
Recruitment and selection
Intimate Care
Complaints Policy
Anti-Bullying Policy
Policy for Supporting Students with Medical Conditions

8. MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the School.
- SLT ‘drop ins’ and discussions with children and staff.
- Pupil surveys.
- Scrutiny of attendance data.
- Scrutiny of a range of risk assessments.
- Monitoring of logs of behaviour and prejudice related incidents.
- Review of parental concerns.

This policy was ratified by the Governing Body on 16 September 2019

and will be reviewed in September 2020

Signed by the Headteacher

Appendix A

Four categories of abuse

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

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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

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

It also includes parents or carers failing to:

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

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

It may involve conveying to a child that they are:

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

It may include:

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

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

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



**Managing an Allegation Against a Member of Staff or volunteer in your Establishment - Peterborough
Appendix B**

