SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

SAFEGUARDING and CHILD PROTECTION POLICY 2025-26

Key Personnel and Governors with designated safeguarding and child protection responsibilities	
Headteacher	Katie Chappell
Chair of Governors	Simon Bullock
Safeguarding Link Governor	Julie Graham
Designated Safeguarding Lead (DSL)	Katie Chappell
Deputy Designated Safeguarding Leads (DDSLs)	Suzanne hutchinson Julie Hunter
Designated Teacher for Cared For and Previously Cared For Children	Katie Chappell
Special Educational Needs Coordinator (SENDCo)	Katie Chappell

Approved by	
Name:	Katie Chappell and Full Governing Body
Position:	Headteacher
Signed:	K A Chappell
Date:	Autumn Term 2025
Proposed review date:	Autumn Term 2026

Westmorland & Furness Council

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Introduction

Safeguarding and promoting the welfare of children is the responsibility of all adults in whatever capacity they hold to ensure the safety and wellbeing of children attending Shap Endowed CE Primary School.

All schools must have regard to statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023) which sets out multi-agency responsibilities and processes, to safeguard and protect children and follow multi-agency guidance, procedures and processes set by the Cumbria Safeguarding Children Partnership (CSCP).

Keeping Children Safe in Education (2024) defines safeguarding and promoting the welfare of children, everyone under the age of 18, as:

- providing help and support to meet the needs of children and young people as soon as problems emerge
- protecting them from maltreatment
- preventing the impairment of mental and physical health or development
- ensuring they grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable children to have the best outcomes

Part One: Governance

The role and responsibility of the Governing Body

Provides strategic leadership for the delivery of robust safeguarding arrangements which are compliant with statutory guidance.

To meet its statutory obligations the governing body has

- appointed a safeguarding link governor to take lead responsibility for the school's safeguarding arrangements
- the safeguarding link governor will access appropriate safeguarding training to advise and support the governing body in their safeguarding responsibilities, in addition
- the full governing body has accessed appropriate safeguarding training including its responsibilities for online safety[1] and its obligations under the Data Protection Act (2018) and the UK General Data Protection Regulation (UK GDPR) in protecting personal information and providing access to official information
- The link governor will undertake appropriate, bespoke, training in relation to their role and responsibilities which includes meeting at least termly with the Designated Safeguarding Lead (DSL) to ensure oversight of safeguarding activity and ensure relevant safeguarding policies remain current and compliant
- The governing body has adopted the national governor association (NGA) code of conduct
- The governing body will undertake an annual audit to ensure it is fulfilling its safeguarding responsibilities that is presented to a full governing body/trustee meeting annually

The Designated and Deputy Safeguarding Lead (DSL and DDSL)

The designated safeguarding lead is a member of the senior leadership team.

- the delivery of effective day-to-day safeguarding arrangements and governance, which includes online safety arrangements

- providing support and guidance on matters relating to safeguarding and child protection to staff, volunteers, supply staff and contractors
- fulfilling our statutory (legal) responsibilities to identify children who may be suffering or at risk of suffering significant harm, child protection, through working with other agencies and following the multi-agency procedures as set by the Cumbria Safeguarding Children Partnership (CSCP) including
- identifying concerns early and providing help for children and their carers, to prevent concerns escalating, called Early Help
- consulting with a range of agencies and services, including children's social care (CSC) and appropriately sharing information in accordance with the Data Protection Act (2018) and General Data Protection Regulation (UK GDPR) (2018) irrespective of whether reported by other children, members of the public, parents or relatives.
- collaborating with other lead professionals in the school e.g., the special educational needs coordinator (SENCo), attendance leads and the designated teacher for cared for and previously cared for children and to ensure vulnerable children are safeguarded
- promoting a safe environment in which children can learn to be safe through a curriculum that addresses issues such as online safety, relationships education, positive behavior management and bullying
- supporting parents and carers to keep their children safe online
- ensuring adequate designated and deputy safeguarding lead cover outside of the school's core hours and during school holidays
- the induction of all new staff in relation to safeguarding, signposting staff to relevant safeguarding documentation including this policy and procedure
- ensuring visitors, supply staff and contractors are provided with basic information about their safeguarding responsibilities, health and safety and who to contact if they have concerns about a child or the conduct of a member of staff whilst on the school's premises

The full responsibilities of the DSL and DDSL are set out in **Appendix C, page 170** of Keeping Children Safe in Education (2024)

Legislative framework and guidance

All action taken by Shap Endowed CE Primary School will be in accordance with:

- **Legislation:** Children Act 1989 and 2004; Education Act 2002 and 2011; Childcare Act 2006 (as it applies to schools providing early years childcare); Education and Inspection Act 2006; The Human Rights Act 1998; Equality Act 2010 including our public sector equality duty

- **Statutory guidance**: Keeping Children Safe in Education (2024) sets out the framework for safeguarding arrangements in schools; Working Together to Safeguard Children (2023) sets out the multi-agency arrangements for safeguarding and the role of all schools to co-operate and contribute to those arrangements and the Cumbria safeguarding partnership procedures details how agencies will work together to safeguard and protect children and young people as set out in Working Together to Safeguard Children (2023)

- **Department for Education (DfE) guidance and advice** that all schools must follow or have due regard to the following
  - Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)
  - Non-statutory advice what to do if you're worried a child is being abused: advice for practitioners (2015) provides more information on understanding and identifying abuse and neglect

- Non-statutory advice, the use of reasonable force (2013), covers the broad range of actions used by school-based staff when using physical contact e.g., guiding a pupil to safety by the arm or restraining pupils to prevent violence or injury
- Guidance for safer working practice for those working with children and young people in education schools (2022)
- The Teacher Standards (2012) which sets out the responsibilities of the teaching profession to safeguard children's wellbeing and maintain public trust in the teaching profession
- Specific advice and guidance in relation to range of safeguarding issues e.g., behavior, bullying, online safety, medical needs and attendance as reference throughout this policy

Safeguarding policies and procedures

Effective safeguarding policies and procedures

- should be transparent, clear, and easy to understand for staff, children, parents, and carers and along with others public documents available on the school website. We have provided hyperlinks to key documents which can be accessed by the reader that provides more guidance and background information.

- Support children, should be able to report, any form of abuse or neglect, child on child abuse, including bullying and be confident that their concerns will be treated seriously, they will be listened to, appropriate action taken, and they will be supported throughout.

- Should be underpinned by effective policies and procedures including:
  - The Staff Code of conduct
  - Positive behaviour management policy- including the management and prevention of bullying
  - Prevent policy
  - Online safety and appropriate use policy – monitoring and filtering
  - Safer recruitment, this is incorporated into our HR recruitment processes
  - Managing allegations and low-level concerns in relation to staff, volunteers, agency staff and contractors
  - School attendance, children missing out on education and Elective Home Education
  - Child on child and sexual violence and harassment
  - Education other than at school (EOTAS), Section 19 policy

Staff training

- Whole school safeguarding training is held annually, any staff who are unable to attend training will be updated by the designated or deputy safeguarding lead on a one-to-one basis, to ensure all staff are aware of updates to guidance and advice issued by the DfE, commensurate with their role
- The designated safeguarding lead will provide regular updates on key safeguarding issues impacting on the welfare of children attending the school or issues within the wider Westmorland and Furness area, through briefings and targeted training
- Supply teachers, volunteers, visitors and contractors will be provided, when they sign in, with accessible information that sets out their responsibilities to report any concerns about a child or the conduct of any adult working in or on behalf of the school
- All staff and governors who are engaged in the recruitment and selection of staff, at any level, will complete safer recruitment training, either face to face or online. Refresher training will be undertaken bi-annually

Quality assurance

- The designated safeguarding lead will review this policy annually
- The designated safeguarding lead will complete an annual audit of safeguarding activity, including an audit of online safety and risk, and submit a report to the full governing body

- The designated safeguarding lead and safeguarding link governor will meet termly to discuss challenges and safeguarding activity
- The governing body will complete their own audit of safeguarding arrangements with a focus on their own safeguarding responsibilities, effectiveness and impact in meeting their statutory responsibilities
- The school will undertake the bi-annual section 11, Children Act 2004, audit of safeguarding arrangements coordinated by the Cumbria Safeguarding Children Partnership (CSCP)

Part Two: Identifying vulnerable children in need

What all staff should know

All staff working at the school

- should know who and how to contact the designated and deputy safeguarding leads, this information is available in the staff handbook, in the staff room, staff information boards, information displayed in classrooms etc.
- should know who the chair of governors is and how to contact them
- who work directly with children must read Keeping Children Safe in Education (2024) **Part one: information for all school and college staff** and follow the procedure to report any concerns at **Appendix One**
- who do not work directly with children will read **Annex A. Page 136, Keeping Children Safe in Education (2024)** which is a condensed version of Part one and follow the procedure to report any concerns at **Appendix One**
- must access, read and understand this policy annually, access appropriate safeguarding training as identified by the designated safeguarding lead and whole school annual update training
- should follow the school's procedures and discuss/report concerns about a child immediately or as soon as practicable to the designated or deputy safeguarding lead and follow the procedure at **Appendix One**
- must adhere to the school's staff code of conduct which endorses the principles set out in guidance for safer working practice for those working with children and young people in education schools (2022) published by the Safer Recruitment Consortium, endorsed by the DfE
- must be aware of the school's policy on managing allegations and low-level concerns in relation to staff, including supply teachers, volunteers and contractors which is set out in **Part 4** of this policy, including how to access to the Whistleblowing advice line
- will receive appropriate training in relation to online safety commensurate with their role and responsibilities, including how to keep themselves safe online e.g., using social media platforms and communication with children, parents and carers
- will be aware of the positive behaviour management policy which includes measures to prevent bullying, cyberbullying, prejudice based and discriminatory bullying
- aware of the importance of attendance at school and impact of unexplainable and/or persistent absences from education, children missing out or missing from education
- should maintain confidentiality about staff, children and matters affecting the reputation of the school and under no circumstances disclose any information about children outside their designated authority to do so
- will be given proportionate and confidential information about children on a need-to-know basis by the designated safeguarding lead in order to ensure the child's safety and welfare

Responding to concerns

General advice and guidance
NB the term 'staff' refers to all adults irrespective their role, within the school

- All staff, should be mindful that children live in many different contexts some may be cared for, living in blended families or in challenging circumstances e.g., living in poverty; present with challenging behaviour or have special educational needs and/or disability (SEND) and our own values and beliefs can impact on how we approach, children and their parent or carers
- Some children experience a wide range of childhood trauma which may include situations or events that affect a child directly e.g., abuse or indirectly i.e., living with domestic abuse or parents who have mental health problems
- Many children are particularly vulnerable e.g., those who are cared for or previously cared e.g., subject to special guardianship orders whereby care orders have been discharged; are bullied or are bullies; undertake caring responsibilities; attend PRU/alternative provision; have mental health or anxiety issues; at risk of criminal or sexual exploitation or LGBTQ+ and experiencing prejudice or harassment
- Some children will already be known to statutory services such as children's social care, the police or health services and have multi-agency plans such as early help or child in need plans, Education, Health Care Plan (EHCP) or a child protection plan
- All staff should consider, at all times, what is in the best interests of the child, promote their wellbeing and actively "listen" to what children say or are communicating through their behaviour
- The procedure for reporting concerns and Acton to be taken is set out in **Appendix One**

Best practice to be followed by all staff

- If a child makes a disclosure it is important to actively listen to what they say and liaise with the designated or deputy safeguarding lead as soon as possible. At an appropriate juncture make a contemporaneous record that includes the date of the incident/disclosure, approximate time, where the event took place, the disclosure as told, sign and date the record (when made) and send electronically to the designated or deputy safeguarding lead
- Under no circumstances should a child be asked to write down their disclosure or allegation against a member of staff etc. In asking the child to make a written record important contextual information is often lost, especially if they have poor literacy skills, communication difficulties or English is not their first language
- All staff should feel confident to raise concerns about poor or unsafe practice and any potential failures in the safeguarding regime; we take such concerns seriously as set out in **Part 4** of this guidance
- It is the role of the designated or deputy safeguarding lead to refer cases of suspected abuse in accordance with Working Together to Safeguard Children (2023)

Early Help

Is support provided for a child or family who

- have additional needs or
- emerging needs or
- where needs are unclear and these cannot be met from within our own resources alone and they would benefit from a multi-agency response, but not where there is a risk of significant harm.

Any child may benefit from early help in particular any child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan (EHCP)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges, attends alternative provision or pupil referral unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or a forced marriage (FM)

- is a privately fostered child

The Cumbria multi-agency threshold guidance sets out the local criteria for action, the process for assessment and the level of services to be provided. Further information can be accessed via the Westmorland and Furness families information website.

Child in Need and in Need of Protection

Westmorland and Furness council has a statutory duty to support and promote the wellbeing of certain groups of children in their area as set out int the CSCP local protocol for assessment to determine what services to provide and/or action to take, in accordance with Working Together to Safeguard Children (2023) namely:

- Under section 17, Children Act 1989, local authorities are under a general duty to provide support for children who are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of services, or the child is disabled

- Under section 47, Children Act 1989, to make enquires where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm and decide if any action must be taken

Each child who referred to children's social care, who meets one or both the above thresholds, should have an individual assessment to identify their needs and to understand the impact of any parental behaviour on them as an individual. Children's social care have to give due regard to a child's age and understanding when determining what (if any) services to provide under section 17 (child in need) and before making decisions about action to be taken to protect individual children under section 47 (child protection)

The CSCP has published guidance notes on the purpose of child in need meetings and the child in need plan

Abuse, Neglect and exploitation

The definitions of abuse and neglect refer to the maltreatment of a child, whereby an individual, either adult or another child or young person inflicts harm or fails to prevent harm; it can occur within the family, institution or the community. It is important to recognise that children can be vulnerable to abuse in a range of social contexts, through the different relationships they form within their friendship groups, neighbourhoods or online which can feature violence and abuse, known as contextual safeguarding, experiencing or being harmed outside their families

Not all concerns that come to the attention of staff or the designated or deputy safeguarding leads meets the legal threshold for statutory intervention under section 47 of the Children Act 1989 by children's social care, namely that a child or young person is suffering or at risk of significant harm

Therefore, it is important that staff recognise the signs and symptoms of abuse and the range of issues that can impact on a child and take appropriate action to safeguard and protect them

Definitions of Abuse and Neglect

The following are the statutory definitions of abuse and neglect as set out in Working Together to Safeguard Children (2023). Abuse is any form of maltreatment of a child through inflicting harm or failing to prevent harm. Harm includes non-physical harm such as witnessing the ill treatment of others such as seeing hearing or experiencing domestic abuse. Abuse can also take place in institutions and community, perpetrated by those known to them or, more rarely, by others. Abuse can take place wholly online and be instigated by both adults or other children or young people.

Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition alone. In most cases, multiple issues will overlap with one another, so it is important that all staff maintain an open mind and professional curiosity as to what might be happening for individuals or groups of children.

The ultimate responsibility to assess and determine the type and category of abuse rests with Children's Social Care; our responsibility is to understand the categories of abuse, the impact on the welfare and development of our children and where we have concerns, to take appropriate action as early as possible

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 caregivers) or • ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Part 3 Additional safeguarding responsibilities

NB: Further information is available Page 12 and 13 and Annex B, Keeping Children Safe in Education (2024)

<u>Children with a disability or complex health needs</u> Identification of abuse and neglect can be particularly challenging for children with additional needs, both online and offline, which may include: • assumptions and a lack of professional curiosity around possible indicators of abuse such as behaviour, mood and injury and considering ability Vs inability

- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- being involved in child criminal exploitation
- communication barriers and difficulties in managing or reporting abuse or neglect
- cognitive understanding, being unable to understand the difference between fact and fiction, then repeating the content/behaviours in the school and not understanding the consequences of doing so

Staff should be extra vigilant to ensure children with special educational needs or disability (SEND) and/or medical needs are safeguarded and should discuss any concerns with the designated or deputy safeguarding lead who will liaise closely with the SENCo or the named person with oversight for SEND in a college and the disabled children's team, children's social care

More information and guidance is available from
CSCP safeguarding procedures Hyperlink
Statutory guidance SEND code of practice: 0 to 25 years
Supporting children at school with medical needs (2015)

Cared for and previously cared for children and young people

The most common reason for children becoming cared for is as a result of abuse and/or neglect and they will be subject of a legal order e.g., an interim or full care order or under a voluntary arrangement with consent of parents, often called voluntary care; they will have an allocated social worker and have a detailed, statutory, care plan that is reviewed at regular intervals.

Children who have previously been cared for, i.e., they may have been returned home, the care order discharged, and a special guardianship order (SGO) made in place of a care order. For some they may remain potentially vulnerable and require ongoing support in order to reach their full potential.

All statutory agencies have a responsibility to work together as corporate parents for this group of children and it important to note that some children are place have moved to Westmorland and Furness to live with carers from different local authorities, but they remain the responsibility of the original authority.

The designated safeguarding lead and the designated teacher for cared for and previously cared for children are jointly responsible for this group of children; the designated safeguarding lead to ensure the cared for child is safeguarded and the designated teacher to promote their educational achievement; both have access to detailed information about the child's legal status; their social worker and contact details; contact with birth parents or those with parental responsibility; care arrangements and the levels of authority delegated to the carer by the placing authority. It is the responsibility of the designated teacher to liaise with the virtual school head for Westmorland and Furness or the virtual head for the placing authority.

Statutory guidance on the role and responsibilities of the designated teacher for looked after and previously looked after children can be accessed here

Children who are absent from education:

When children are repeatedly absent from education, especially for prolonged periods, this can be a potential and vital indicator of underlying safeguarding issues; early intervention is essential to identify the reason for their poor attendance which can be because of underlying safeguarding risks such as child criminal or sexual exploitation, involvement in county lines or mental health, substance abuse or medical/health needs

Guidance to support pupils with medical conditions at school (2017) can be accessed here and guidance relating to arranging education for children who cannot attend school because of health needs (2023) can accessed here

Attendance: As a school we recognise and prioritise attendance as a pivotal part of our safeguarding responsibilities. In the majority of cases, children can be supported by the school, but where there are multiple

issues requiring an additional multi-agency response the school will make appropriate referrals and seek to identify and provide more intensive whole family support through the provision of early help or where children are persistently absent work with the school attendance support team and virtual school head to develop more formalised attendance support as set out guidance from the DfE effective from 19 August 2024 which can be accessed here

Children missing education: the school has a statutory responsibility to co-operate with the local authority to ensure children that are compulsory school age are safe and receiving a suitable education, which includes notifying the local authority when a child

- commences or leaves our school at a non-standard transition point
- is permanently excluded and to provide a suitable education from day 6
- misses ten school days or more without permission.

Statutory guidance (2016) can be accessed here

Domestic Abuse and Operation Encompass

Domestic abuse Involves a wide range of behaviours that may be a single incident or a pattern of incidents or behaviour, including but not limited to, physical, emotional, psychological and economic abuse and coercive and controlling behaviour. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children and young people who can be victims of domestic abuse through hearing and/or witnessing domestic abuse at home or through experiencing domestic abuse in their own intimate relationships (teenage relationship abuse). The impact of domestic abuse can be far reaching and have a detrimental and long-term impact in relation to their health, wellbeing, including their physical and emotional development and educational outcomes.

Operation Encompass: an initiative that involves the police and schools working together to provide emotional and practical help to children and young people when police respond to an incident of domestic abuse, and they are in present in the household. The police will inform Shap Endowed CE Primary Schoolbefore the commencement of the school day of any incident that has taken place to ensure the school is able to put in place appropriate support. Operation Encompass does not replace statutory safeguarding procedures for example making a referral to children's social care where there are concerns for a child or young person's welfare.

Further information, guidance and resources can be accessed from

- NSPCC- signs and the effect of domestic abuse
- Refuge what is domestic abuse on children
- Information about how to access specialist support services and getting help for children who may be experiencing domestic abuse in their own relationships
- Operation Encompass (includes information for schools on the impact of domestic abuse on children

Child-on-child abuse involving Sexual Violence, Harassment and Harmful sexual behaviour

Children can abuse other children, at school, in the community or online, and may involve a range of abusive behaviour i.e., physical, emotional or sexual through, but not limited to Sexual violence, sexual harassment and harmful sexual behaviour

Sexual violence
Involves offences as set out in the Sexual Offences Act 2003 whereby a child or young person commits an offence of:

Rape: which includes penetration of the vagina, anus or mouth, without consent (see below)
Assault by Penetration: of the vagina or anus by a child with their body or anything else and the penetration is sexual without consent

Sexual Assault: intentionally touching another person and the touching is sexual, without consent and involves a very wide range of behaviour for example a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent
Causing someone to engage in sexual activity without consent: this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Consent: means having the freedom and capacity to choose, a child under the age of 13 can never consent to any sexual activity: the age of consent is 16 for both male and female: sexual intercourse without consent is rape and consent to any sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom and consent can be withdrawn at any time during sexual activity and each time activity occurs.

Further information about consent can accessed here

Sexual harassment involves the 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school and can violate a child's or sexualised environment. Sexual harassment can include but is not limited to sexual comment, including sexual stories, lewd comments, sexual remarks about clothes and appearance or calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and up skirting which is a specific criminal offence and online sexual harassment.

It is important that all staff are aware of inappropriate sexualised conduct that normalises inappropriate behaviours and provides for an environment that may lead to sexual violence; by downplaying behaviours, for example dismissing sexual harassment as "just banter" or "just having a laugh", "part of growing up" or "boys being boys" creates a culture that normalises such behaviour and attitudes which can lead to an unsafe environment for children

It may also include taking and sharing consensual and non-consensual nude and semi-nude images or video's, often referred to as sexting. The taking and sharing of nude photographs of those aged under 18 is a criminal offence. Recently updated UKCIS advice (March 2024) provides extensive advice and guidance on this issue.

Harmful sexual behaviour (HSB) Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent behaviour that is developmentally inappropriate. The umbrella term is "harmful sexual behaviour" (HSB), and it can occur online or face-to-face or simultaneously between the two. When considering harmful sexual behaviour consideration of the ages of the children and their stage of development are critical factors e.g., whether one is older by more than two years or one is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, e.g., where they are disabled or smaller in stature. Addressing inappropriate behaviour and timely intervention helps prevent problematic, abusive or violent behaviour in the future. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma and sometimes have special educational needs that impacts on their understanding of sexual norms and acceptable behaviour.

The Lucy Faithfull Foundation has produced a HSB toolkit and the NSPCC offers free and independent advice about HSB along with a HSB framework

Child Criminal Exploitation (CCE), Child sexual exploitation (CSE) and County Lines

Involves an individual or group taking advantage of a child and involves an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs, for the benefit and gain of the perpetrator or gang, which often involves the threat and/or the use of violence towards the victim. CCE and CSE can affect both males and females and often involves them being trafficked for the purpose of exploitation.

Child Criminal Exploitation (CCE): involves children being forced or manipulated into transporting drugs or money through county lines (see below), working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. They become trapped by this type of exploitation, as perpetrators threaten them and their families with violence; entrap and coerce them into debt; they may be coerced into carrying weapons such as knives or they carry a knife for protection from others.

Their vulnerability as victims is not always recognised by adults and professionals and they are not treated as victims despite the harm they experience, and their behaviour considered to be a "positive choice" i.e., that they have agreed or consented to their abuse.

Whilst the experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same, they too are at risk of criminal exploitation and both may be a higher risk of child sexual exploitation (CSE).

Child Sexual Exploitation (CSE) is child sexual abuse:
It can be a one-off occurrence (opportunistic) or a series of incidents over time which is often linked to complex and organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. CSE definition and guide for practitioners sets out potential vulnerabilities, indicators of abuse and appropriate action to take in response

The home office has produced a disruption toolkit to support frontline practitioners to safeguarding children from sexual and criminal exploitation.

County lines is a term used to describe gangs and organised criminal networks who exploit children and vulnerable adults to move, store and sell drugs and money through coercion, intimidation, violence or threats of violence, including sexual violence, which often involves the use of weapons to ensure compliance. Children can be targeted and recruited at school, including special schools, FE colleges and higher educational institutions, pupil referral units/alternative provision, children's homes and care homes or via social media platforms.

In addition the children's society has produced a county lines an criminal exploitation toolkit.

Serious violence:

All staff should be aware of the indicators which may indicate 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 educational 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 criminal networks or gangs and may be at risk of criminal exploitation. Serious violence can often peak in the hours just before or after school

The Home office has issued guidance in relation to ending gang violence and county lines exploitation, a violent and exploitative form of drug distribution.

Children with family members in prison:
Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides addition information and resources to support children

Children in the court system:
Some children may be required to give evidence in criminal proceedings, either because crimes have been committed against them or they are a witness to a crime. The child and family court advisory support service (Cafcass) have produced information and guides to support children and young people

Child abduction and community safety incidents:
Child abduction can be committed by parents or family members; by people known but not related to the victim (such as neighbours, friends or acquaintances) and more rarely strangers. In addition, community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. However, it is it is important that the curriculum helps to build children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

Homelessness
Poses a real risk to a child's welfare. The Homelessness Reduction Act 2017 places a legal duty on local councils to provide those who are homeless or at risk of homelessness with meaningful help, including an assessment of their needs and circumstances, the development of a personalised housing plan and work to help them retain their accommodation or find a new place to live. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible before they are facing a homelessness crisis. Children social care are the lead agency in these circumstances and further information can be accessed from them.

Online safety
The role played by technology is a significant and recurrent component of safeguarding e.g., abuse and neglect, criminal and child sexual exploitation, our Prevent Duty, child on child abuse (including bullying) and can be a platform that facilitates harm. The breadth of issues classified within online safety are considerable and ever revolving but can be categorised into four areas of risk
content: exposure to illegal, inappropriate or harmful content
contact: being subjected to harmful online interaction with others
conduct: online behaviour that increases the likelihood of or causes harm
commerce: risks associated with gambling, inappropriate advertising, phishing or financial scams

In addition, children with particular skills and interest in computer and technology may inadvertently or deliberately stray into Cybercrime, criminal activity involving the use of computers or the internet that includes illegal hacking, making a computer, network or website unavailable by overwhelming it with internet traffic and making, supplying or obtaining malware or viruses to commit further offences. Additional advice is available from the national crime agency website.

The school takes every reasonable step to provide a safe online environment for pupils in order to limit exposure to online risks within our own IT system through filtering and monitoring systems, which are regularly reviewed to ensure effectiveness and comply with the DfE filtering and monitoring standards in schools and colleges (2024).

However, online safety is not just about filtering and monitoring but about safeguarding children to keep themselves and others safe online is through the curriculum. Pages 36 to 38 and Annex B, pages 158 and 159 Keeping Children Safe in Education (2023) provide details of a range of resources available to schools/colleges

Bullying including cyberbullying*:*
The school's behaviour management policy addresses how we manage bullying which is accessible here Further guidance and advice is available includes preventing and tackling bullying (2017), Cyberbullying advice for headteachers and school staff (2014) and advice for parents

Child and Adolescent Mental Health:

The impact of abuse and neglect or other traumatic adverse childhood experiences can have a long-lasting impact throughout childhood, adolescence and into adulthood. Mental health issues can have a detrimental impact on a child's behaviour, attendance and progress at school and may be compounded by SEND.

Support, information and resources available to schools and colleges includes:

Promoting and supporting mental health and wellbeing in schools and colleges (updated 2024) with links to curriculum teaching and learning resources, to promote positive health, wellbeing and resilience among children and young people.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, but staff are well placed to observe children on a daily basis and identify behaviour that suggests that they may be experiencing a mental health problem or be at risk of developing one. Mental health support teams (MHSTs) provide additional capacity for early support to meet the mental health needs of children and young, delivering evidence-based interventions, help mental health leads in schools to develop a whole school approach, provide advice and liaise with external specialist services. More information is available here The school has a senior health lead who has completed accredited DfE training as part of our ongoing commitment to support the mental health of our children.

Further information is available on the Families Information and Youngminds

Private Fostering:

Relates to a child or young person under 16 years (18 years if they have a SEND) is cared for by someone who is not the child's parent or person with parental responsibility or a relative for a period of 28 days. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity. The school has a statutory responsibility to notify children's social care of any private fostering arrangements that may come to our attention in order for children's social care to undertake an assessment to ensure the needs and welfare of the child are being met and the adults caring for them have access to advice and support. The CSCP procedures set out the responsibility of the school to notify children's social care.

Honour Based Violence – Female Genital mutilation (FGM), Forced Marriage and Breast Ironing

Are cultural practices, motivated to protect or defend the honour of the family and/or the community. All forms of so-called honour-based violence are abuse (regardless of the motivation) and should be escalated to children's social care and/or the police.

Female Genital Mutilation (FGM) is abuse and comprises of procedures involving the partial or total removal of the external female genitalia and other injuries to the female genital organs, the practice is illegal in the UK and its illegal for a child or young person to be taken from the UK abroad for the purposes of FGM. FGM has long-lasting and harmful consequences, and it is imperative that if staff have any concerns that FGM has taken place or may take place that they refer their concerns to the designated or deputy designated safeguarding lead. There is a specific legal duty on teachers, mandatory reporting, whereby an act of FGM appears to have been carried out on a girl under the age of 18, the teacher report this to the police. CSCP procedures can be accessed here

Forced marriage is not to be confused with an arranged marriage which is consensual, forced marriage is a crime and involves individuals entering into a marriage without the full and free consent of one or both parties. A forced marriage often involves, threats of or actual violence, other forms of coercion and children with SEND can be particularly vulnerable to forced marriages especially when they are transitioning between child and adult services. It is illegal to coerce, use violence or force someone into marriage against their free will. The Forced Marriage Unit has published Multi-agency guidelines and CSCP procedures can be accessed here

Breast ironing is physical abuse and involves young pubescent girls' breasts being ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the

development of the breasts entirely. In many cases, the abuser thinks they are doing something good for the child by delaying the effects of puberty and the practice is designed to make teenage girls look less "womanly", prevent pregnancy and rape, enable the girl to continue her education, prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage or deter unwanted attention

Prevent Duty, Radicalisation and Channel Panel:

As a part of our wider safeguarding duties the school has a duty to protect children from being exposed to extremist ideology.

The Prevent duty Section 26 of the Counter Terrorism and Security Act (2015) places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". The designated and deputy safeguarding leads, senior leaders and governors/trustees in schools, including those providing childcare, must be familiar the Prevent duty guidance (2024).

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. that challenges the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and belief. Although there is no single way of identifying whether a child is more or less likely to be susceptible to extremist ideology, possible indicators such as background and exposure to specific influences e.g. family and friends, specific vulnerability e.g. SEND, children who are socially isolated or have unfettered access to online influences on social media and the internet within the home or on mobile phones can be major factors in their radicalisation. Get help for radicalisation concerns (2024) provides guidance and signposts to resources to support school's and the London Grid for Learning has a number of resources including act early stories, educational activities and lessons to promote critical thinking.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the designated or deputy safeguarding lead making a referral to the Channel programme.

Channel Programme and Channel Panels*:*
The channel programme focuses on providing support at an early stage for children identified as being vulnerable to being drawn into terrorism. Support is accessed via the multi-agency channel panel which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the channel panel to help with this assessment.

Where there are concerns about a child and they are moving to a new school the designated safeguarding lead will determine whether to share any information with the new school in order for appropriate support to be put in place or those who are already receiving support through the channel programme for that support to continue.

Further guidance and resources, including curriculum resources, can be access via Educate against ~~hate~~

Part Four
Managing allegations and low-level concerns in relation to staff, supply staff, volunteers and contractors

At Shap Endowed CE Primary School we adopt and implement the principles of safer recruitment to ensure that our procedures and processes are robust in order to deter and prevent people who are unsuitable to work with children from applying to work at our school securing employment or undertaking volunteering opportunities in our school.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools have at least one member of the recruitment panel to have completed safer recruitment training.

We are committed to promoting an open and transparent culture of ongoing vigilance, whereby staff feel confident and are supported to report any concerns about the conduct or behaviour of staff, volunteers, contractors and supply staff, such concerns should be reported to the Head/Principal.

Part 4 of Keeping Children Safe in Education (2024) sets out in full the statutory guidance for schools to manage safeguarding concerns or allegations against those working in or on behalf of Shap Endowed CE Primary School in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors. In addition, Working Together to Safeguard Children (2023) sets out the role of the Local Authority Designated Officer, (LADO) who provides management and oversight of allegations against people who work with children in accordance with Cumbria Safeguarding Children Partnership (CSCP) multi agency procedures and the school's policy for managing allegations and low level concerns.

High profile public enquiries and serious case reviews (now called safeguarding practice reviews) have identified barriers for staff within in organisations to report concerns, the NSPCC operate a whistleblowing advice line to support individuals when

- they have concerns as to how child protection issues are being handled within the school or
- have concerns relating to the conduct and behaviour of individuals

The Whistleblowing advice Line can be reached on **0800 028 0285**, more information is set out at **Appendix Three**. As part of our approach to ongoing vigilance, all staff and visitors are made aware of how to access the whistleblowing helpline.

Duty of care

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

- the welfare of the child
- investigating and supporting the person subject to the allegation

What staff should do if they have concerns about the behaviour of an individual(s)

If you have concerns relating to an individual's conduct or behaviour, whether they be a colleague, member of the management or senior leadership team, governor or a visitor, you should refer your concerns to Katie Chappell following the procedure set out at below. If concerns relate to the headteacher, then this should be reported directly to the chair of governors who should liaise directly with the local authority designated officer (LADO).

Thresholds for the management of allegations

The statutory guidance is set out in two parts:

Concerns or allegations that meet the "Harm Threshold"

Concerns that relate to the quality of care or practice that may indicate a person poses a risk of harm, to children. This part of the guidance applies where it is alleged that anyone working in a school that provides education for persons under 18 years of age, has:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards children in a way that indicates they may pose a risk of harm

- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of the school

The procedure for managing allegations or concerns that meet the harm threshold is set out below.

Low-Level Concerns that do not meet the harm threshold:

Relate to concerns, no matter how small, even if no more than a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO

Such behaviour can exist on a wide spectrum and may involve, but not limited to, being overly friendly with children, having favourites, acting in a way that is contrary to school policy, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, humiliating children, from the unintentional or inconsiderate behaviour that may look to be inappropriate, but might not be in specific circumstances, but may ultimately be intended to enable abuse

The procedure for managing allegations and low-level concerns is set out below

Westmorland & Furness Council

Managing allegations and low-level concerns in relation to staff, including supply teachers, volunteers and contractors

Concerns and allegations that meet the harm threshold

An adult working in or on behalf of the school has

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards children in a way that indicates they may pose a risk of harm
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of the school

Head to be informed of the allegation or concern as the case manager

Case Manager and designated safeguarding lead ensure child are safe from harm

If child deemed to be at risk designated safeguarding lead to contact Police/children's social care

Initial fact finding by Case Manager

No further action

Consultation with LADO

Internal or independent Investigation

No further action

Low level concern

Disciplinary

Harm Threshold met LADO/inter-agency investigation

Strategy discussion/further enquiries by police, children's social care and or school

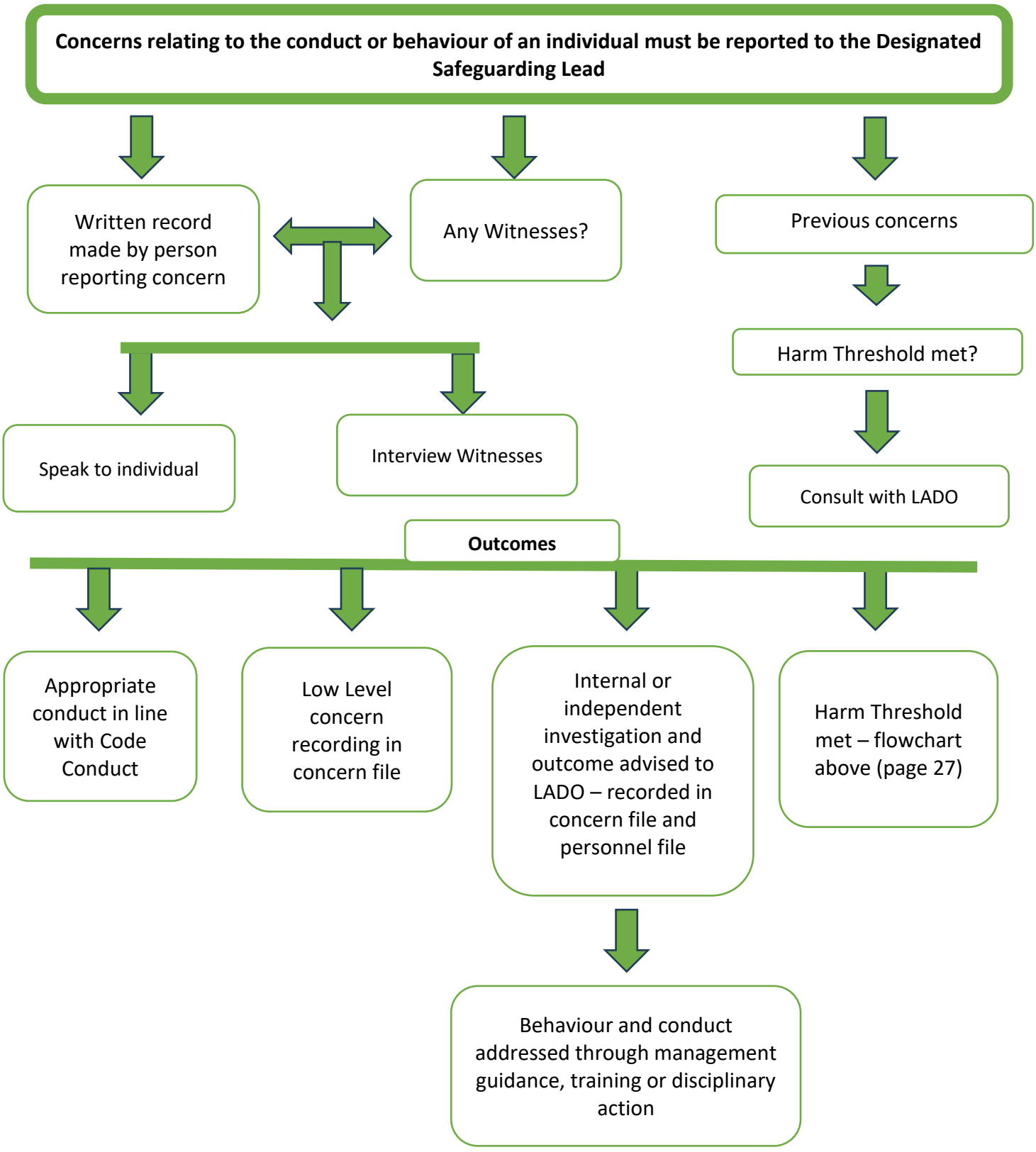
Timescales - 1st review within 4 weeks and 2 weekly thereafter or no longer than monthly

Outcomes: Substantiated; Malicious; False; Unsubstantiated; Unfounded

Criteria met for a referral to DBS/TRA

Glossary
LADO: local authority designated officer;
DBS: disclosure and barring service;
TRA: teacher regulation authority

Low level concerns



Appendix One: What to do if you have a concern

Action to be taken where there are concerns in relation to the safety and welfare of a child

If you have a concern about a child, you must take appropriate action and share your concerns. At Shap Endowed CE Primary School we always act in the best interests of the child; their welfare is always paramount

Is the child at immediate risk of harm?

No

Discuss your concern(s) with the DSL or DDSL
You must complete the child welfare concern form and forward this electronically to the DSL/DDSL within one working day

Action taken will be based on information or previous concerns held by the DSL/DDSL may result in

- Support and monitoring, using our resources e.g., access to universal services, pastoral support
- A referral to the Early Help Services – see Appendix 2
- Statutory intervention
  - Making a referral to CSC following CSCP multi-agency procedures
    - Section 17 Child in Need
    - Section 47 Child Protection

Yes

The DSL or DDSL must be informed immediately: if in exceptional circumstances, the DSL or DDSL are not available, this should not delay appropriate action being taken which may include calling the Police or CSC

Contact details

- W&F Safeguarding Hub on **0300 373 2724**
- CSC EDT, out of hours, weekends and Bank Holidays:
- Police: 999

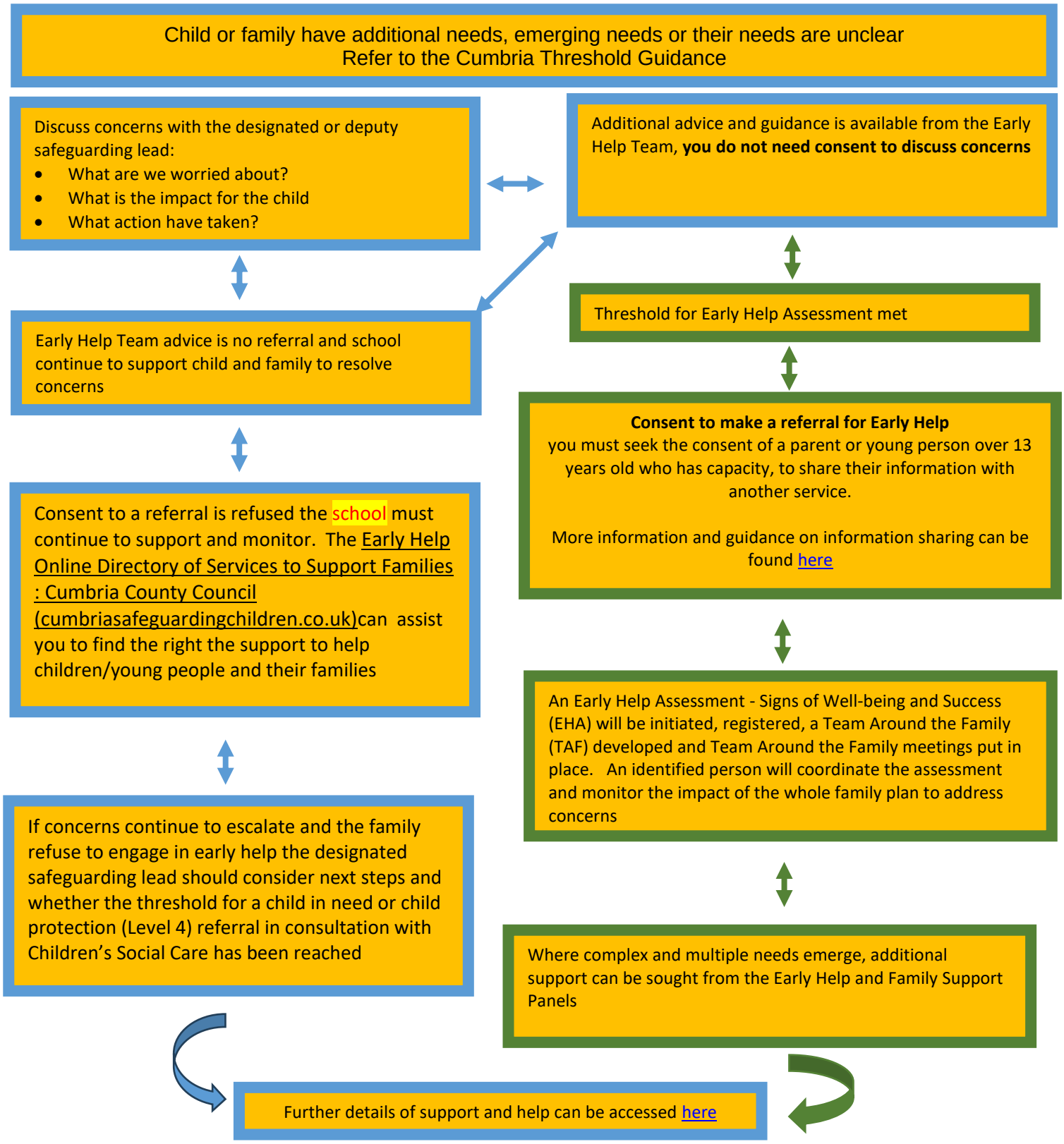
You must complete the child welfare concern form and forward electronically to the DSL /DDSL within one working day

The DSL or DDSL will consider what information is already known; indicators of risk and follow CSCP multi-agency guidelines when considering what action to take

Glossary
DSL: Designated Safeguarding Lead and DDSL: Deputy Safeguarding Lead
CSC: Children's Social Care
CSCP: Cumbria Safeguarding Children Partnership
W&F: Westmorland and Furness Council
EDT: Emergency Duty Team

Appendix Two: Early Help Pathway

Early help means providing support as soon as a problem emerges and relies on local organisations and agencies working together



Appendix Three: NSPCC Helpline

NSPCC Helpline

Dedicated Whistleblowing Advice Line

What is whistleblowing?

Whistleblowing is when someone reports wrongdoing on the basis that it is in the public interest for the concern to be brought to light. This is usually something they've seen at work but not always. The situation or incident that needs reporting might have happened in the past, be happening now, or be something the whistleblower is concerned may happen in the near future.

Contact the Whistleblowing Advice Line if:

- your organisation or another organisation doesn't have clear safeguarding procedures to follow
- concerns aren't dealt with properly or may be covered up
- a concern that was raised hasn't been acted upon
- you're worried about being treated unfairly.

You can contact the Advice Line about an incident that happened in the past, is happening now, or you believe may happen in the future.

If you think an organisation is putting children at risk, even if you're not certain, call the Whistleblowing Advice Line to talk through your concerns. You don't have to share your details, and if you do you can ask for them not to be shared with other agencies.

How to contact the Whistleblowing Advice Line

The Whistleblowing Advice Line is available from 8am-8pm Monday to Friday and 9am-6pm at the weekend.

Call 0800 028 0285 Email help@nspcc.org.uk

Appendix Four: Child Welfare/Concern Record

Child Welfare/Concern Record						
Details of person completing this form		Role:				
Date of incident/concern/disclosure		Location of event/incident:				
		Time or lesson				
Name of child		DOB:		NCY		
Record of concern (include antecedents, behaviours and consequences; record any relevant dates or times and include details of other pupils involved and other staff present at the time)						
Immediate action taken, including when shared with the designated or deputy safeguarding lead						
Date this record made:						