UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

Safeguarding and Child Protection Policy

Approved by
Full Governing Body

Last reviewed on
September 2025

Next review due
September 2026

RELEASING THE IMAGINATION: CELEBRATING THE ART OF THE POSSIBLE

CONTENTS

INTRODUCTION 3

PREVENTION 4

including ethos & curriculum practices

PROCEDURES 6

including DSLs

SUPPORTING CHILDREN 15

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN 23

INTRODUCTION

The University of Cambridge Primary School fully recognises the responsibility it has under section 175 of the Education Act 2002 and the Education and Training (Welfare of Children) Act, 2021 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2025). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2025 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children.

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.

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, 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.

It is consistent with the Safeguarding Children Partnership Board 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 referring cases, or suspected cases, of abuse or exploitation. 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.

1. PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The school will therefore:

1.2 Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.3 Ensure children know that there are trusted 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.

1.4 Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

1.5 Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.

1.6 Ensure that all school/college staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our Safeguarding and Behaviour Policies.

1.7 Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts based on the current 2019 RSE guidance.

During the course of the year, schools will be moving towards delivering the following content from the 2025 RSE guidance:

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2019)
(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2025 – to be fully implemented by 2026)

1.8 We use the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme. These units support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect (PS5-6). All children have opportunities to practice seeking help or advice from others, including from their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts.

1.9 We use Safer Spaces Toolkit developed by the Cambridgeshire PSHE Service which supports schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

2. PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website: https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/

2.2 The Designated Safeguarding Leads are:

ROLE	NAMED PERSON
Designated Safeguarding Lead	Rob Drane
Deputy Designated Safeguarding Lead	Alison Machin Charlotte Bray Kat Bates
Nominated Governor for Safeguarding and Child Protection	Pam Burnard
Domestic Abuse Lead	Ali Machin
Online Safety Lead	Rob Drane
PREVENT Lead	Awaiting training – March 2026 – taking advice from Local Authority during Interim period
Nominated Governor for PREVENT	Pam Burnard

2.3 The GOVERNING BODY will:

2.3.1 Appoint a senior member of staff from the leadership team to the role of Designated Safeguarding Lead (DSL). The DSL 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 safeguarding and child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2025 Annex C).

2.3.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2025, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by the Education Safeguarding Team and that this training is updated **at least every two years.**

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, meetings or additional training **at least annually**.

2.3.5 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 from the point of induction. Staff members are required to log a concern via the electronic system MyConcern and submit it immediately. Whenever a member of staff submits a log on MyConcern, they are required to also speak with a DSL in person to discuss the concern and any next steps.

2.3.6 Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

2.3.7 Ensure arrangements are made so that a DSL is on site. On the rare occasion that a DSL is not on site, they will be contactable by phone or email and have access to MyConcern. They will also be contactable via the office.

2.3.8 Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2023.

2.3.9 Nominate a governor for safeguarding and child protection who has undertaken appropriate training.

2.3.10 Ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead/Deputies and their role;
- how to identify the signs of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
- how to pass on and record concerns about a pupil/student;
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL;
- that they have a responsibility to provide a safe environment in which children can learn;
- what is meant by, and the importance of, showing professional curiosity
- where to find the Multi–Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children's social care;
- the safeguarding response to children who go missing in education who are absent from education, particularly on repeat occasions and/or prolonged periods.
- The role of filtering and monitoring and the process for reporting issues.

2.3.11 Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and

monitoring, at induction. The training should be regularly updated, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

2.3.12 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.

2.3.13 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website.

2.3.14 Ensure that this policy is available publicly either via the school website or by other means.

2.3.15 Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

2.3.16 Where pupils are educated off site or in alternative provision, the school will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment.

2.3.17 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.

2.3.18 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. Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

Where a child is placed in alternative provision, the University of Cambridge Primary School continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs. The school should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the University of Cambridge Primary School would otherwise perform in respect of its own staff. This includes written confirmation that the alternative provision provider will inform the school of any changes to arrangements that may put the child at risk, e.g. staff changes, so that the school can assure itself that appropriate safeguarding checks have been carried out on new staff. When a child is attending an alternative provision school, the University of Cambridge Primary School should ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence. When a child is placed in a college or

unregistered alternative provision setting, the school should also ensure that they have arrangements in place whereby the provider of the educational activity notifies them of any absences by the child. The University of Cambridge Primary School should always know where the child is during school hours. This includes having records of the actual address of the commissioned alternative provider and any subcontracted provision or satellite sites the child may attend. The school should regularly review placements they make in alternative provision. Reviews should be frequent enough (at least half-termly) to assure that the provision is achieving its objectives, that the child is regularly attending and that the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed and terminated if necessary, unless or until those concerns have been satisfactorily addressed.

2.4 MULTI-AGENCY WORKING The school will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils/students.

2.4.2 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.

2.4.3 Notify the relevant Social Care Team immediately if:

- it should have to suspend or 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.

2.4.4 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 Care Team will also be informed.

2.5 RECORD KEEPING The school will:

2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately.

2.5.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on the school's electronic secure portal (MrConcern). If this is not available at the time, a written record on a green form is completed which will be uploaded to the school's electronic portal (MyConern).

2.5.3 Records should include:

- a clear and comprehensive summary of the concern;
- the child's wishes and feelings;

- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- a record of any discussion/communication with parents, other agencies etc

2.5.4 Electronic records are stored on an identified, purpose-built, secure platform (MyConcern).

2.5.5 Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2025, (page 174) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

2.5.6 The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.5.7 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.5.8 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

2.6.1 The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

- 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).

- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.

- Ensure staff are clear with children that they cannot promise to keep secrets.

2.6.2 The Designated Safeguarding Lead/Deputies will:

- Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.

- 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 where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.

- 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)

- In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

- 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).

2.7 Communication with Parents/Carers

2.7.1 The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.

- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

- Discuss with Children's Social Care if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.

- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if a Child in Need or Child Protection Enquiry is undertaken.

2.8 Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. By definition, it applies to abuse by one child of another child – regardless of the age, of stage of development, or any age differential between them.

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate personal relationships between children; physical abuse;

harmful sexual behaviour; sexual violence and sexual harassment including upskirting, and online sexual harassment; child sexual exploitation; child criminal exploitation; hate incidents and hate crime; racism; and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

2.8.1 All forms of child-on-child abuse are unacceptable and will be taken seriously. We recognise that child-on-child abuse may still be taking place even if there are no reported cases.

The school will therefore:

2.8.2 Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

2.8.3 Provide training for staff about recognising and responding to child-on-child abuse,

2.8.4 Ensure that staff never dismiss or downplay instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or 'banter'. The school has a zero-tolerance approach to abuse.

2.8.5 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

2.8.6 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.

2.8.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding procedures.

2.8.8 Designated Safeguarding Lead (or deputy) and record on MyConcern in line with safeguarding reporting procedures. Ensure that staff reassure victims that they are taken seriously and will be supported.

2.8.9 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.

2.8.10 Recognise the risk of intra familial harm and provide support to siblings following incidents when necessary.

2.8.11 The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child-Sexual-Behaviour-Assessment-Tool.pdf (safeguardingcambspeterborough.org.uk) if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

2.9 Dealing with Sexual Violence and Sexual Harassment between children

2.9.1 Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

2.9.2 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. The school will consider and evaluate harmful sexual behaviours within a child protection context.

The school will:

2.8.2 Refer to 'Keeping Children Safe in Education - Part Five', 2025 for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024)

2.8.3 Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.

2.8.4 Provide training for staff on how to manage a report of sexual violence or sexual harassment.

2.8.5 Make decisions on a case-by-case basis.

2.8.6 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

2.8.7 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.

2.8.8 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

2.8.9 Liaise closely with external agencies, including police and social care, when required.

2.10 FILTERING & MONITORING

2.10.1 Meridian Trust IT Services is the external provider for IT services at the school.

2.10.2 Governors, SLT, DSLs and IT services work closely together to monitor and maintain high standards of filtering & monitoring, as part of the school's online safety duty. This includes:

- Safeguarding and technology policies and procedures are in line with statutory guidance
- All staff know their roles and responsibilities with regards to filtering & monitoring.
- Staff are trained on up-to-date guidance and their technological knowledge is refreshed.
- There are curriculum and learning opportunities for pupils.
- Procurement decisions are informed by safeguarding reviews and the above practices.
- Regular checks on technology take place to maintain high online safety standards.

2.10.3 The Business Manager (Amy White) & Executive Headteacher (Glenn Young) are responsible for ensuring filtering & monitoring standards are met in line with Keeping Children Safe in Education (KCSiE 2023) guidance.

2.10.4 There is a designated Online Safety DSL (Katie Glenister-Soós) who works in partnership with the Business Manager and Executive Headteacher to ensure all statutory expectations are met.

2.10.5 The Senior Leadership Team is responsible for

- procuring filtering and monitoring systems;
- documenting decisions on what is blocked or allowed and why;
- reviewing the effectiveness of your provision overseeing reports.
- Ensuring that all staff understand their role with regards to online safety, including:
    - are appropriately trained;
    - follow policies, processes and procedures;
    - act on reports and concerns.

2.10.6 The school has identified that it meets the statutory technical requirements in the following areas:

FILTERING	• The school's filtering provider is Smoothwall. • Smoothwall has a long-standing partnership with the Internet Watch Foundation (IWF) that is built on a mutual vision of keeping children safe online. • Smoothwall is signed up to the Counter-Terrorism Internet Referral Unit list (CTIRU) and blocks access to illegal content including child sexual abuse material (CSAM). The filtering is applied to anyone who connects to the school's Wi-Fi. • The filtering is age-appropriate for all users and suitable for educational use. • Smoothwall scans all web content, images, misspellings,

	and abbreviations. • Smoothwall blocks the use of VPNs. Any content which is blocked is visible through system logs. • All connections are filtered via Smoothwall. As such, all devices that are connected are therefore filtered via Smoothwall and any subsequent apps on these devices.
MONITORING	• Any device that is connected to the school's Wi-Fi can be monitored, including the device's hostname, IP and the user signed in and the exact date and time of the content accessed. • Any incidents, whether of technical, or safeguarding nature, are picked up urgently. • Any incidents that are identified by the IT services through observation of the system, or by a report from a member of staff, are reported immediately to the Executive Headteacher. • When staff witness of suspect unsuitable material has been accessed, or they can access it themselves, Staff report this to Meridian IT Services, the Computer Lead, Online Safety DSL or Executive Leadership Team.

The school meets the Broadband Internet Standards.

The school meets the Cyber Security Standards.

3. SUPPORTING CHILDREN

3.1 The school recognises that any child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

3.1.1 Providing curricular opportunities to encourage self-esteem and self-motivation.

3.1.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

3.1.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will 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.

3.1.4 Liaising with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.

3.1.5 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help (Targeted Support) Teams.

3.1.6 Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

3.1.7 Recognising that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety (Risks outside the home). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 10 of Keeping Children Safe in Education, 2025 for the complete list. The list includes:

3.2 Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are more vulnerable to abuse and can face additional safeguarding challenges both online and offline. 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, neglect and exploitation.

Barries to recognizing abuse and neglect for children in this group can include (KCSIE, 2025):

- Assumptions that indicators of possible abuse relate to a child's condition
- Children with SEND being more prone to peer group isolation or bullying than other children
- Children with SEND not outwardly showing signs of concern or abuse
- Communication difficulties for some children with SEND to communicate their feelings, wishes ad needs
- Children with SEND with cognitive understanding difficulties that make them susceptible to online abuse or experiencing and sometimes repeating inappropriate online content
- Children with SEND or who have medical conditions could be disproportionally impacted by behaviours such as bullying

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.

As part of the PSHE 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 difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how 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.

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.

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.

Under the Equality Act, there is also a duty to make reasonable adjustments for disable and young people.

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

3.3 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 with an illness or disability, mental health condition or an addiction 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.

3.4 Children at Risk of Criminal Exploitation

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.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.5 Children Persistently Absent from Education

School recognises that children who are absent from education, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the 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 endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

3.6 Children Misusing Drugs or Alcohol

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 consider a Child in Need or Child Protection referral. However, 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 or criminal exploitation
- The child's substance misuse dependency is affecting their mental and physical health and social wellbeing
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the child's substance misuse dependency is putting the child at such risk that intensive specialist resources are required
- Where the child is perceived to be at risk of harm through any substance associated criminality.

3.7 Children at Risk of Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff 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.

Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation 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.

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.

At the University of Cambridge Primary School, we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL 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.

3.8 Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic abuse.

When the school receives information about drug and alcohol abuse by a child's parents/carers, they will complete a concern log and follow appropriate procedures.

This is particularly important if the following factors are present:

- Parent/ carer/other family members drug and/or alcohol use is at a problematic level and are unable to provide care to child.
- Family home is used for drug taking / dealing / illegal activities.

- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Child or household member found in possession of Class A or Class B drugs / drug paraphernalia found in home.
- Evidence of substance/drug misuse during pregnancy

3.9 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is 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 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a 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.

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) safety plan as required.

At the University of Cambridge Primary School, we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic abuse incidents to which Police have been called, 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*'.

3.10 Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation

So called 'honour-based' abuse (HBA) 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 HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The new Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

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 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 outlined in this policy. 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.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police via the DSL. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate.

3.11 Children previously in care who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School 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 'Multi - Agency Procedures.'

3.12 Children showing signs of Abuse and/or Neglect

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.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Risks outside the home take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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.

3.13 Children at Risk of Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent Duty.

The following member of staff is the Prevent Lead and has undertaken Prevent Lead training : Glenn Young

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

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, (April 2021).

3.14 Privately Fostered Children

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.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer in the usual way via the Customer Service Centre. email: ReferralCentre.Children@cambridgeshire.gov.uk

3.15 Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2025. This section should be read in conjunction with the school's Safer Recruitment Policy.

4.2 The governing body will ensure that at least one of the people on the recruitment panel has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training:

- Glenn Young (Executive Headteacher)
- Rob Drane (Associate Headteacher)
- Amy White (Director of Business)
- Charlotte Bray (Senior Leader)

4.3 Allegations that may meet the harms threshold (Part Four, Section One)

4.3.1 Any allegation of abuse made against teachers (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2025, Part Four, Section One, will be reported straight away to the Executive Headteacher.

4.3.2 In cases where the Executive Headteacher is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2025.

4.3.3 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff or other staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2025, Part Four *and the school's HR Policies, and seek advice from their HR provider.*

4.3.4 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.

4.3.5 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future possible police investigation.

4.3.6 Where the school or college identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

4.3.7 School/college will consider:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8 The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.4 Concerns that do not meet the harms threshold (Part Four, Section Two)

4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Executive Headteacher. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.2 In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four, Section 2 of 'Keeping Children Safe in Education', 2025.

4.4.3 The school/college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college 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 allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 Schools can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Records will be kept electronically in an access restricted folder on the school's intranet system.

4.4.6 The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

4.4.7 School/College should ensure that all staff, paid and unpaid, including supply staff, volunteers and contractors, 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' (February 2022). As part of the Induction process, all staff, paid and unpaid, including supply staff, volunteers and contractors, 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.

4.4.8 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' (February 2022).

4.5.3 The school will ensure that staff, supply 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).

5. OTHER RELATED POLICIES AND PROCEDURES

5.1 Use of Mobile Phones and other Smart Devices cameras and sharing of images: it is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has a Staff Code of Conduct and Behaviour policies to outline the required protocol for all staff, students, volunteers and parents/carers.

6. GOVERNING BODY SAFEGUARDING RESPONSIBILITIES

6.1 Governing bodies should ensure they facilitate a whole school/college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

6.2 The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all governors and trustees receive appropriate governor (Annual Safeguarding Monitoring Report for Governors) safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors) is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- It will be published on the school website.
- 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.

6.3 Use of school/college premises for non-school/college activities

6.3.1 If the governing body provides extended school/college 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.

6.3.2 Where services or activities are provided separately by another organisation or individual, either on or off school site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

6.3.3 The governing body will use the guidance on 'Keeping children safe in out-of-school settings' which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

This policy was ratified on September 2025 and will be reviewed in September 2026.

Signed by the Executive Headteacher	Glenn Young
Chair of Governors	Marcin Mieczkowski
Safeguarding Governor	Pam Burnard
Designated Safeguarding Lead	Rob Drane

This policy links to our:

- Anti-bullying policy
- Attendance policy (including Children who are absent from Education)
- Behaviour policy
- Complaints policy
- Business Continuity Plan
- Race Equality Policy
- First Aid policy
- Health and Safety policy
- Intimate Care policy
- Lone Working policy
- Online Safety and Acceptable Use policy
- Physical Intervention and/or Use of Reasonable Force policy
- Safer Recruitment policy
- Staff Code of Conduct
- Disciplinary Procedure
- People Strategy
- Supporting Pupils with Medical Conditions policy
- Whistleblowing policy

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 persons 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:

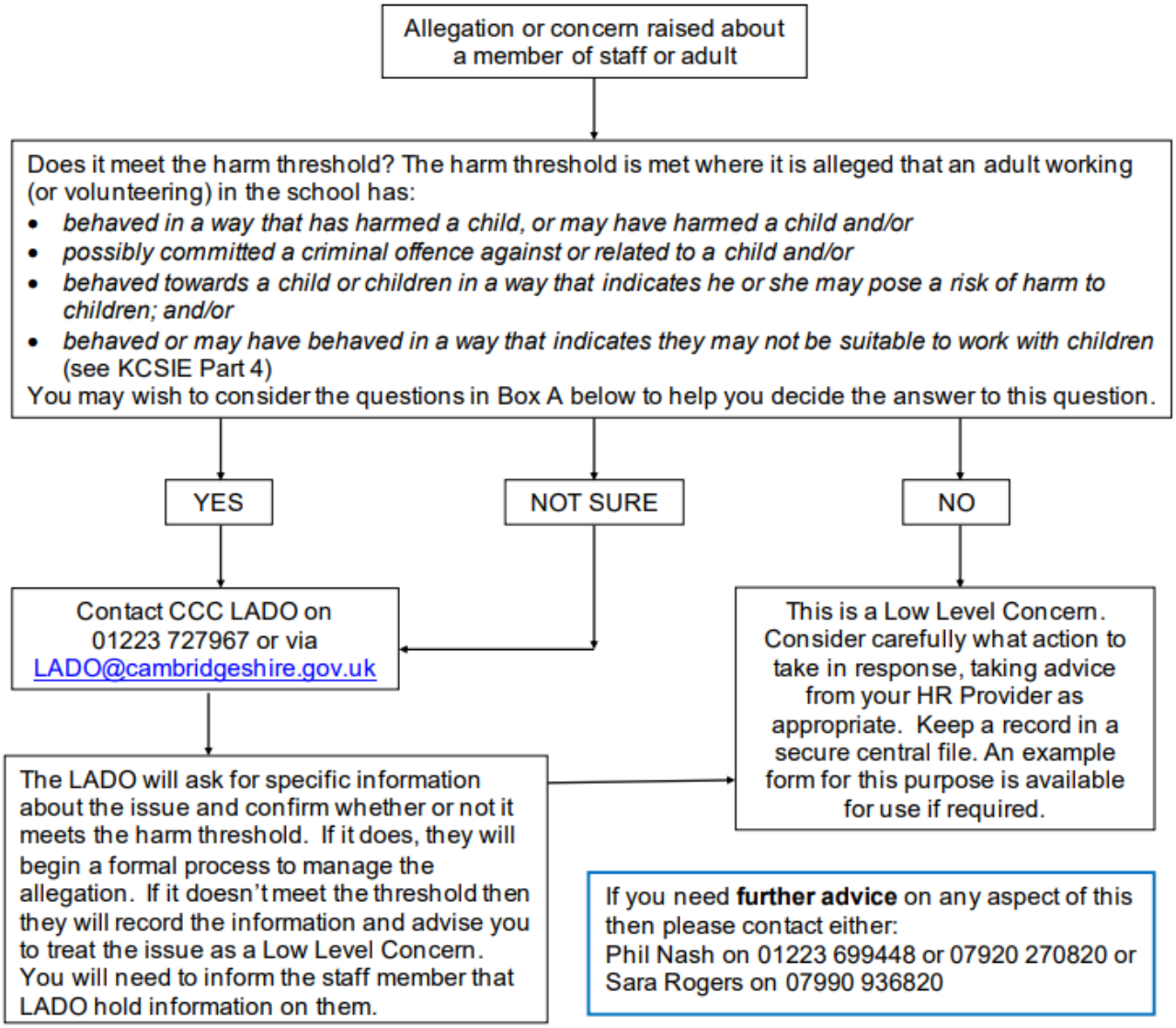
- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
- children in looking at, or in the production of, sexual images,
- children in watching sexual 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.

Child Criminal Exploitation – Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Appendix B

Dealing with Allegations or Concerns about an Adult Working with Children



If you need **further advice** on any aspect of this then please contact either:
Phil Nash on 01223 699448 or 07920 270820 or
Sara Rogers on 07990 936820

Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Useful Contacts - Cambridgeshire

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Multi - Agency Procedures http://www.safeguardingcambspeterborough.org.uk/children-board/

Education Safeguarding Team	ECPS.General@cambridgeshire.gov.uk
Police Child Abuse Investigation Unit	Tel: 101
Education Safeguarding Manager – Sara Rogers	sara.rogers@cambridgeshire.gov.uk
Early Help Hub (EHH) – Targeted Support Service	Tel: 01480 376666
Customer Service Centre – social care referrals	Tel: 0345 045 5203
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	LADO@cambridgeshire.gov.uk Tel: 01223 727967
Senior Education Adviser – Phil Nash	Tel: 07920 270820
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422596

Relevant Documents

"Keeping Children Safe in Education: Statutory guidance for schools and colleges" (September 2023)

"Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings" (April 2022)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (February 2022)

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (July 2018)

"Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges" (March 2023)

"The Prevent Duty, Departmental advice for schools and childcare providers" (June 2015)

"Revised Prevent Duty Guidance: for England and Wales" (April 2021)

"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (UKCIS, December 2020

"What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (July 2018)